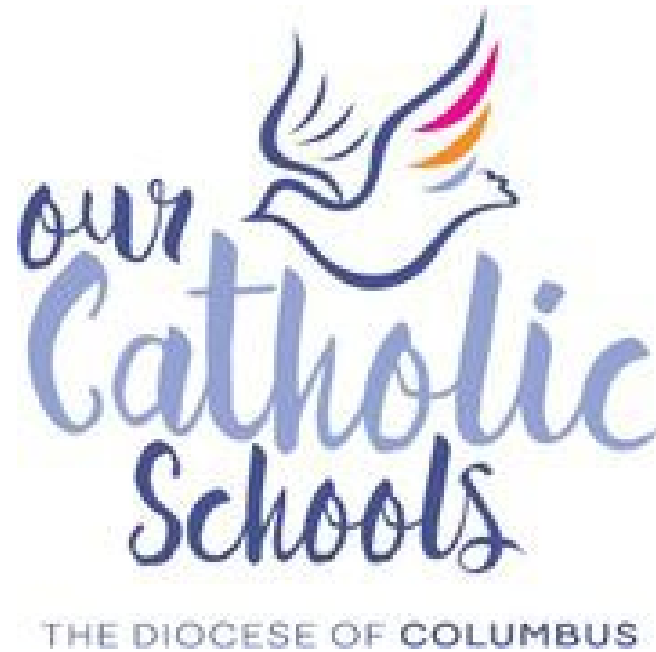


# World Languages Course of Study 2023

Novice Level (Grades K-6)

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# Introduction to Learning Standards for World Languages and Cultures

This 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 Standards (2020 edition). In 2020, the State Board of Education adopted the latest revision of *Ohio's Learning Standards for World Languages and Cultures*. The standards describe what learners should know and be able to do as they build proficiency in the language they are learning. The standards also provide a foundation for an aligned system designed to improve achievement by raising language proficiency and interculturality. Ultimately, they help ensure that learners are well-positioned for success in college and careers in a globally interdependent world upon completion of their K-12 education.

The process used to revise the world language standards, as established by the Ohio Department of Education, continued to incorporate an element of national and international benchmarking to ensure Ohio's standards take into consideration the best research and practices, as well as trends affecting the field. With these requirements in mind, Ohio's new world language learning standards embed the following criteria:

- Align with the national [World Readiness Standards for Learning Languages](#) (2015) of the American Council on the Teaching of Foreign Language (ACTFL);
- Consider the findings of the 2011 national standards impact study titled "[National Foreign Language Standards: Impact and Influence After a Decade Plus](#)";
- Align with the [ACTFL Proficiency Guidelines](#) (2012), and [ACTFL Performance Descriptors for Language Learners](#) (2012);
- Connect to key elements of the [21st Century Skills Map](#) (2011) by ACTFL;

- Align with the [English Language Arts Literacy Standards](#);
- Integrate the [NCSSFL-ACTFL Can-Do Statements for Communication and Intercultural Competence](#) (2017) created by the National Council of State Supervisors for Languages (NCSSFL) in partnership with ACTFL;
- Incorporate elements of the [Frameworks for 21st Century Learning](#) (2019) of the Partnership for 21st Century Skills – A Network of Battelle for Kids;
- Are internationally benchmarked against the [Common European Framework of Reference \(CEFR\)](#).

These standards continue to align with the national *World Readiness Standards for Learning Languages* (2015) and the world language standards of nearly every other state in the country. It is important to mention this document continues to fully integrate the well-known Connections, Comparisons and Communities goal areas contained in the national standards. Public feedback continues to support the interweaving of these goal areas within the foundational framework of the Cultures and Communication goals. They have been integrated throughout the benchmarks and learning standards and provide a considerable portion of the foundation for both the Cultures and Communication goals. K-12 language educators should continue to connect their learners to other disciplines to acquire information and diverse perspectives create opportunities for learners to make linguistic and cultural comparisons, and facilitate contact with target language communities where learners can participate using their communication and intercultural skills.

# Philosophy

There are several places in the Bible where language was used to either divide or unite. In Genesis (Genesis 11:1-9), when the people were building a tower that would allow them to reach Heaven, the Lord used language to punish and divide people for their sinful purpose. At Pentecost, He reversed what He had done in Babel. Jesus came to heal the divisions between people and sent the Holy Spirit to speak through the apostles. He bestowed the power to the apostles to communicate to everyone in their own tongue so that the people could unite to hear the good news of Jesus (Acts 2:1-12). As Pope Benedict XVI stated during one of his Pentecostal homilies (Feb. 17, 2017), these passages demonstrate that “it is the Church that unites, and sin which divides.”<sup>1</sup> Using languages was a powerful way to get this message across. Communication and understanding is crucial in missionary discipleship. We were sent out “to preach the good news.” Being able to communicate in more than one language helps us to witness to a greater number of people.

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. World Language classes will enhance communication and higher-order thinking skills. World Languages classes should be a part of the Catholic School experience.

## Principles of Courses of Study

**Equity.** Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

**Curriculum.** A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

**Teaching.** Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

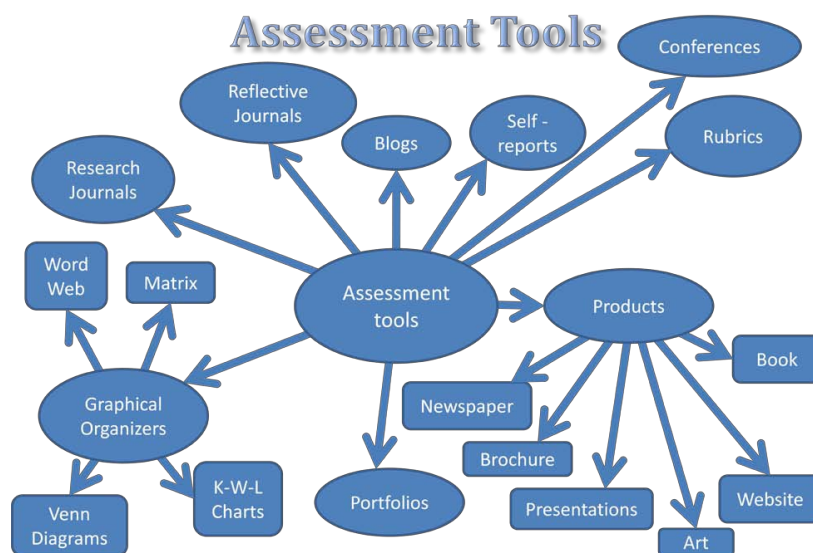
**Learning.** Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

**Technology.** Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students’ learning.

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<sup>1</sup> Pope Benedict XVI. “The Tower of Babel «Catholic Insight.” *Catholic Insight*, 17 Feb. 2017, catholicinsight.com/the-tower-of-babel/. Accessed 20 Apr. 2022.

**Assessment.** Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material. One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student-centered, the students can develop rubrics, maintain their own assessment records, self- assess, and communicate their achievement to others (student-led conferences)



## Catholicity Goal

Educators must infuse our courses of study with Catholic doctrine, Catholic social teachings, and moral development.

The world language curriculum standards affirm that:

- Catholic schools educate diverse student bodies to form Catholic, person-centered learning communities;
- Involve students to serve and support parish life and the local civic communities;
- Graduate students who are critical thinkers, productive moral citizens, and spiritual leaders;
- Recognize and appreciate parents as the primary educators of their children
- Provide quality teaching through traditional and innovative educational programs infused with Catholic social teachings. The Church's social teaching embodies the following seven themes:
  - **LIFE AND DIGNITY OF THE HUMAN PERSON** – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.
  - **CALL TO FAMILY, COMMUNITY, AND PARTICIPATION** - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.
  - **RIGHTS AND RESPONSIBILITIES** - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.
  - **OPTION FOR THE POOR AND VULNERABLE** - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.
  - **DIGNITY OF WORK AND RIGHTS OF WORKERS** - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected.
  - **SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.
  - **CARE FOR GOD'S CREATION** - We are called to protect people and the planet, living our faith in relationship with all of God's creation.

As teachers of the Catholic faith, all courses of study will integrate elements of our Catholic faith. Some ideas to do this in the World Languages and Culture course of study include:

- Promote the respect, understanding, and appreciation of diversity among cultures (food, holidays, traditions, artwork, greetings, the arts, etc.)
- Begin and/or end classes with prayer in the target language. These prayers may be rotated by marking period or semester as appropriate for each proficiency and grade level.
- Prepare and actively participate in a Mass or liturgy in a target language. This is a culminating celebration that beautifully integrates Catholic social teachings and actively involves students in a variety of capacities.
- Organize a celebration involving food, song, clothing, traditions and customs of all languages offered in a school for a school culture day. This manifests Catholic social teachings in a celebration of world languages at all grade levels.
- Integrate songs, chants, and dances.
- Read Scripture including the Gospels in the target language
- Incorporate Biblical events and Parables
- Do religious tasks and activities that are a part of the cultural aspect of the language
- Integrate religious objects, liturgical seasons and Feast Days, saints and the Corporal Acts of Mercy into the curriculum.

## Key Design Considerations

These revised *Learning Standards for World Languages and Cultures* represent a research-supported approach to language learning that prepares learners to use their language proficiency and intercultural competence to participate effectively in a global society. The standards embrace a communicative and proficiency-based approach to teaching and learning a world language that is well-supported by decades of research. Their implementation in world language programs around Ohio will help prepare learners to be successful in both college and the workplace.

The most notable change in the new standards document is the inclusion of proficiency levels in addition to grade bands. This clearly defines learning outcomes across the first seven sublevels of proficiency as defined by the American Council on the Teaching of Foreign Languages: **Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High and Advanced Low**. This emphasizes developing language proficiency regardless of the grade level at which the language is learned.

The standards also change the order in which the learning end goals are presented, with Cultures preceding Communication. Placing the Cultures standards in the first position sends a clear message to Ohio educators that the study of culture is equal to language study. To achieve high levels of proficiency in another language, learners must simultaneously develop their intercultural competence and communicative proficiency. The revised Cultures goal continues to incorporate the familiar categories of cultural products, practices and perspectives in an integrated way. Most significantly, this goal requires learners to not only gain cultural knowledge but also to

develop their cultural competence skills to communicate in appropriate ways. The Cultures goal is intended to be used in an integrated fashion with the Communications goal since language and culture are inextricably linked.

The revised Communication goal continues to be organized around the three modes of communication: interpretive, interpersonal and presentational. These modes, purposefully appearing in this order, correspond to the way in which language learners typically process new information. Learners are first exposed to new information through authentic sources. They build their language proficiency by engaging in listening, reading or viewing comprehension activities which enable them to form an initial understanding of what they heard, read or viewed. Next, the learners engage in interpersonal activities. By discussing, questioning and exchanging viewpoints, they expand their understanding of the new information along with their ability to use it in a communicative context. Finally, they present their expanded understanding of the new information to others through writing, speaking or signing. This performance-based framework provides language learners with real-world, culturally rich contexts for communication.

With its focus on building learners' oral and literacy skills, the Communication goal is aligned with the literacy requirements contained in Ohio's English language arts standards. During this most recent revision of the world language standards, continued attention was given to the English language arts literacy standards. The Communication goal clarifies the progression of literacy development across proficiency levels in specialized interpretive literacy, interpersonal literacy and presentational literacy sections. The Communication goal sets parallel expectations between learners' literacy development in English and the development of their second language literacy skills.



## Standards Format and Development

<b>Goals</b>	Goals are the desired end results as learners build their cultural competence and their language proficiency.to: <ul style="list-style-type: none"> <li>○ Interact with intercultural competence using knowledge and understanding of target culture(s);</li> <li>○ Communicate effectively in languages other than English in person and via technology.</li> </ul>
<b>Standards</b>	Standards are the basis for what students should know (knowledge) and be able to do (skills) in order to participate effectively in a global society. When mastered in a progressive sequence, with purposeful integration of previously taught concepts, the standards build learner proficiency and contribute to mastery of the goals they support. <ul style="list-style-type: none"> <li>○ Novice Low through Advanced Low sub-levels;</li> <li>○ Culture, communication and literacy knowledge and skills;</li> <li>○ Interpretive, interpersonal and presentational knowledge and skills.</li> </ul>
<b>Progress Indicators</b>	Progress Indicators show what intercultural communication looks like in a classroom or real-life situation. The indicators in the standards: <ul style="list-style-type: none"> <li>○ Serve as concrete examples of how progress could be measured across each proficiency sub-level;</li> <li>○ Are intended to be examples that show what the standards could look like during learner performance;</li> <li>○ Can be used as written, can be elaborated upon or can be used as examples of how to create personalized progress indicators;</li> <li>○ Can be modified or re-ordered by topic while staying within the descriptors of each proficiency sublevel.</li> </ul>

## Modes of Communication

The modes of communication:

- **Interpretive Communication (Reading, Listening, Viewing)** Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed messages. They understand and interpret culturally authentic texts, both non-fictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies.
- **Interpersonal Communication (Listening and Speaking, Reading and Writing, Viewing and Signing)**  
Learners initiate and sustain spontaneous meaningful spoken, written or 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 their messages are understood and they can understand others.
- **Presentational Communication (Speaking, Writing, Signing)** Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through creative endeavors and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.

# Learning Standards for World Languages and Cultures

<b>Cultures Goal</b>	<p><b>Interact with intercultural competence using knowledge and understanding of target culture(s).</b></p> <ul style="list-style-type: none"> <li>Investigate, reflect on and explain the relationship between products, practices and perspectives.</li> <li>Interact with others in and from other cultures.</li> </ul>
<b>Communication Goal</b>	<p><b>Communicate effectively in languages other than English in person and via technology.</b></p> <ul style="list-style-type: none"> <li><b>INTERPRETIVE:</b> Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.</li> <li><b>INTERPERSONAL:</b> Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings and opinions.</li> <li><b>PRESENTATIONAL:</b> Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.</li> </ul>

	<b>NOVICE LEVEL (N) (GRADES K - 6)</b>
<b>INTERCULTURAL Communication (ICC)</b>	<ol style="list-style-type: none"> <li>Identify typical products and practices to help understand perspectives of target cultures using the target language.</li> <li>Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors.</li> </ol>
<b>INTERPRETIVE Communication (INT-C)</b>	<ol style="list-style-type: none"> <li>Comprehend information in very familiar, everyday contexts from authentic texts that are spoken, written or signed.</li> <li>Identify the general topic and basic information from words, phrases and simple sentences in authentic informational and fictional texts and overheard or observed conversations.</li> </ol>
<b>INTERPERSONAL Communication (INP-C)</b>	<ol style="list-style-type: none"> <li>Communicate in spontaneous spoken, written or signed conversations on very familiar, everyday topics.</li> <li>Request and provide information using a variety of practiced or familiar words, phrases, simple sentences and questions.</li> </ol>
<b>PRESENTATIONAL Communication (P-C)</b>	<ol style="list-style-type: none"> <li>Present prepared or spontaneous information on very familiar, everyday topics through written, spoken or signed language.</li> <li>Inform, narrate and express preferences and opinions using a variety of practiced or familiar words, phrases and simple sentences.</li> </ol>



## INTERPERSONAL INTERCULTURAL COMMUNICATION (INP-C)

<div>Standards</div> <div>Goals</div>	NOVICE LEVEL			
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)	
	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.	
<b>Investigate Intercultural Products, Practices and Perspectives</b>	<div>Progress Indicators</div> <div>1. Identify a few typical products and practices related to familiar, everydaylife in target culture(s).</div>			<div>Progress Indicators</div>
<b>Interact with Culturally Appropriate Language and Behavior</b>	2. Interact in very familiar intercultural situations using practiced language and behaviors.	2. Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.	
<b>Exchange Information</b>	3. Provide basic information on veryfamiliar topics.	3. Request and share simple information on familiar or everyday topics.	3. Request and share information on familiar and everyday topics.	
<b>Meet Personal Needs</b>	4. Express a few basic personal needs invery familiar situations.	4. Express basic needs in familiar or everyday situations.	4. Interact with others to meet basic needs in familiar and everyday situations.	
<b>Express and React to Preferences and Opinions</b>	5. Express a few basic preferences or feelings.	5. Express basic preferences or feelings and react to those of others.	5. Express, ask about and react to simple preferences, feelings or opinions on familiar topics.	



## INTERPRETIVE INTERCULTURAL COMMUNICATION (E-INT-C)

NOVICE LEVEL				
<div>Standards</div> <div>Goals</div>	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)	
	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify the topic and basic related information from simple sentences.	
<b>Investigate Intercultural Products, Practices and Perspectives</b>	<div>Progress Indicators</div>			<div>Progress Indicators</div>
	1. Recognize a few typical products and practices related to familiar, everyday life in target culture(s).	1. Identify typical cultural products and practices related to familiar, everyday life in target culture(s) to help understand perspectives.	1. Identify and compare typical products and practices related to familiar, everyday life in target culture(s) to help understand perspectives.	
	2. Recognize a few very simple behaviors in other cultures.	2. Identify familiar or everyday behaviors in other cultures.	2. Identify and compare familiar or everyday behaviors in target culture(s).	
<b>Compare Intercultural Behaviors</b>				
<b>Comprehend Authentic Texts* That Are Spoken, Written or Signed</b>	3. Understand a few familiar words or phrases in: <ul style="list-style-type: none"> <li>a. Simple, authentic informational texts;</li> <li>b. Simple, authentic fictional texts;</li> <li>c. Simple, overheard or observed conversations.</li> </ul>	3. Understand very basic information in: <ul style="list-style-type: none"> <li>a. Simple, authentic informational texts;</li> <li>b. Simple, authentic fictional texts;</li> <li>c. Simple, overheard or observed conversations.</li> </ul>	3. Understand the topic and some isolated facts in: <ul style="list-style-type: none"> <li>a. Authentic informational texts;</li> <li>b. Authentic fictional texts;</li> <li>c. Overheard or observed conversations.</li> </ul>	

*\*Authentic texts are defined as target language content that has been created by native speakers for native speakers that learners read, hear or view.*



## PRESENTATIONAL INTERCULTURAL COMMUNICATION (P-C)

NOVICE LEVEL				
	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)	
	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present information using mostly simple sentences and transitions.	
<b>Investigate Intercultural Products, Practices and Perspectives</b>  <b>Communicate in Culturally Appropriate Ways</b>  <b>Inform and Describe</b>  <b>Narrate About Life and Activities</b>  <b>Express Preferences</b>				
	1. Identify a few typical products and practices related to familiar, everyday life in target culture(s).	1. Identify typical products and practices related to familiar, everyday life in target culture(s).	1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of target culture(s).	
	2. Present in very familiar intercultural situations using memorized or practiced language and behaviors.	2. Present in very familiar intercultural situations using practiced or learned language and behaviors.	2. Present in very familiar situations using practiced or learned language and behaviors.	
	3. Name very familiar people, places and objects.	3. Give simple information about very familiar topics.	3. Give simple descriptions of familiar and everyday topics.	
	4. Provide very basic details about self.	4. Provide simple details about self, interests and activities.	4. Provide details about personal life, interests and activities.	
	5. Express likes and dislikes about very familiar topics from target culture(s).	5. Express likes and dislikes about familiar topics from target culture(s).	5. Express preferences on familiar and everyday topics or topics of interest from target culture(s).	



## INTERPRETIVE LITERACY (INT-LIT)

### NOVICE LEVEL

<div>Standards</div> <div>Goals</div>	<div>Use literacy skills to make meaning from authentic texts* that are spoken, written or signed.</div>	<div>Use literacy skills to comprehend authentic texts* that are spoken, written or signed.</div>	<div>Use literacy skills to comprehend authentic texts* that are spoken, written or signed.</div>	
	Progress Indicators			
<b>Infer Meaning of Texts</b>	1. Recognize traditional and non-traditional letters, accents, characters or tone marks, as well as cognates and familiar or practiced words.	1. Recognize non-traditional letters, accents, characters or tone marks, as well as cognates and words from context.	1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.	Progress Indicators
<b>Recognize and Use Organizational Features of Texts</b>	2. Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, titles or headlines.	2. Recognize visual, aural and organizational features to identify the purpose of simple texts, such as schedules, song refrains, simple poems or infographics.	2. Use visual, aural and organizational features to identify the purpose of simple texts, such as announcements, instructions, fables or graphics.	
<b>Apply Self-Questioning Skills</b>	3. Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?"	3. Use literal or factual self-questioning before, during and after engaging with texts, such as "What time, who is, why or how?"	3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?"	
<b>Make Text Connections</b>	4. Make personal connections to a text using background knowledge or experiences.	4. Make personal connections to a text using background knowledge or experiences.	4. Make simple text-to-text connections using information from previous texts.	
<b>Select and Use Resources</b>	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	

\*Authentic texts are defined as target language content that has been created by native speakers for native speakers that learners read, hear or view

## INTERPRETIVE COMMUNICATION (ELEMENTARY, IMMERSION, EXPLORATORY)

NOVICE LEVEL			
Standards	Novice Low	Novice Mid	Novice High
Goals	Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.	Identify the topic and basic related information from simple sentences.
	<div style="text-align: center;"> </div>		
<b>Investigate Intercultural Products and Practices to Help Understand Perspectives</b>	<ul style="list-style-type: none"> <li>Identify a few very familiar cultural products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Traditional foods, celebrating holidays;</li> <li>School supplies, addressing teachers;</li> <li>Free-time activities, what to wear;</li> <li>Calendar, telling the date;</li> <li>Greeting friends and adults;</li> <li>Flags and flag colors;</li> <li>Children's songs and accompanying actions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between typical products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Products and practices related to content in other classes;</li> <li>Food, mealtimes;</li> <li>Decorations, how people celebrate;</li> <li>Invitations, special occasions;</li> <li>Rooms in a house, house design;</li> <li>Famous artists, art styles;</li> <li>School subjects, school schedules.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between typical cultural products and practices to help understand perspectives in target and other cultures, such as:               <ul style="list-style-type: none"> <li>Products and practices related to content in other classes;</li> <li>Monuments, architecture;</li> <li>Currency, metric conversion;</li> <li>Sports, popular events;</li> <li>Meals, grocery shopping</li> </ul> </li> </ul>
<b>Interpretive Reading, Listening or Viewing</b>	<ul style="list-style-type: none"> <li>Recognize or draw traditional and non-traditional letters, numbers or shapes that are similar to content from other classes.</li> <li>Recognize a few individual words in children's songs, simple rhymes, poems, chants or book titles.</li> <li>Recognize or draw a few individual words from posters or labeled objects inside the classroom.</li> <li>Match a letter, character, word or color to an image.</li> <li>Follow simple classroom instructions or routines.</li> <li>Recognize a character's name in a story or fairy tale.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize words, phrases or simple facts related to content taught in other classes.</li> <li>Recognize repeated words, taglines or short quotes from jingles, ads, movies, songs, rhymes, chants or poems.</li> <li>Identify simple phrases describing physical or personality traits of a story, cartoon or movie character.</li> <li>Follow classroom instructions, routines and schedules.</li> <li>Identify simple information from words and symbols in a weather forecast, science experiment or math problem.</li> </ul>	<ul style="list-style-type: none"> <li>Understand words, phrases or information related to content taught in other classes.</li> <li>Draw images as they are described.</li> <li>Follow simple steps to create an object, play a game, solve a puzzle or follow a scavenger hunt.</li> <li>Understand simple messages on greeting cards.</li> <li>Identify a few product details from an ad or commercial.</li> <li>Identify a few events in a cartoon, TV show or movie clip.</li> <li>Identify information in a simple diagram or infographic.</li> </ul>

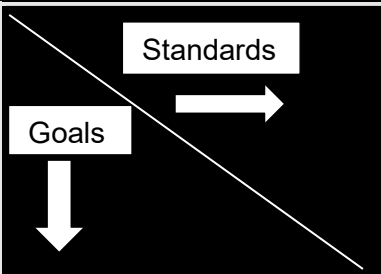

*\*Communicative progress indicators will be developed at the district level. The above examples can be used, elaborated upon, modified by topic or not used.*

## INTERPERSONAL LITERACY (INP-LIT)

NOVICE LEVEL				
<div style="background-color: black; color: white; padding: 10px; text-align: center;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid white; padding: 5px; background-color: white; color: black;">Goals</div> <div style="font-size: 2em;">↓</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid white; padding: 5px; background-color: white; color: black;">Standards</div> <div style="font-size: 2em;">→</div> </div> </div>	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)	
	Use interpersonal skills to interact and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	Use interpersonal skills to interact, negotiate meaning and communicate effectively.	
<div style="background-color: black; color: white; padding: 10px; text-align: center;"> <b>Communicate, React and Show Interest</b> </div>	<div style="display: flex; align-items: center; justify-content: center;"> <span style="font-size: 1.5em;">←</span> <b>Progress Indicators</b> <span style="font-size: 1.5em;">→</span> </div>			<div style="font-size: 1.5em;">↑</div> <b>Progress Indicators</b> <div style="font-size: 1.5em;">↓</div>
	1. Use familiar, relevant vocabulary or structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.	
	2. Use a few very simple verbal or non-verbal rejoinders or interjections.	2. Use very simple verbal and nonverbal interrogatives, rejoinders, interjections or requests for clarification.	2. Use simple interrogatives, rejoinders interjections, requests for clarification or transition words.	
	3. Increase comprehensibility using gestures, hand shapes, facial expressions or repetition.	3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or word substitution.	3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution or attention to pronunciation, tone or pitch.	
	4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.	
<div style="background-color: black; color: white; padding: 10px; text-align: center;"> <b>Use Resources Appropriately</b> </div>	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	



**INTERPERSONAL COMMUNICATION (ELEMENTARY, IMMERSION, EXPLORATORY)****NOVICE LEVEL**

	Novice Low	Novice Mid	Novice High
	Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.	Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.	Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.
			
<b>Investigate Intercultural Products and Practices to Help Understand Perspectives</b>	<ul style="list-style-type: none"> <li>Identify a few very familiar cultural products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Traditional foods, celebrating holidays;</li> <li>School supplies, addressing teachers;</li> <li>Free time activities, what to wear;</li> <li>Calendar, telling the date;</li> <li>Greeting friends and adults;</li> <li>Flags and flag colors;</li> <li>Children's songs and accompanying actions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between typical products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Products and practices related to content in other classes;</li> <li>Food, mealtimes;</li> <li>Decorations, how people celebrate;</li> <li>Invitations, special occasions;</li> <li>Rooms in a house, house design;</li> <li>Famous artists, art styles;</li> <li>School subjects, school schedules.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Products and practices related to content in other classes;</li> <li>Monuments, architecture;</li> <li>Currency, metric conversion;</li> <li>Sports, popular events;</li> <li>Meals, grocery shopping</li> </ul> </li> </ul>
<b>Interpersonal Communication</b>	<ul style="list-style-type: none"> <li>Respond to simple questions related to content taught in other classes.</li> <li>Greet, say goodbye to peers or adults.</li> <li>Respond to simple questions such as name, age, address and phone number.</li> <li>Respond to simple questions about family, friends, pets or activities.</li> <li>Respond to simple questions such as favorite color, team, food or animal.</li> <li>Respond to a simple math problem, such as how many pennies are in a nickel or math computations.</li> <li>Exchange simple well-wishes on birthdays or holidays.</li> <li>Volunteer when the teacher asks for help.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions related to content taught in other classes.</li> <li>Ask and answer simple questions such as name, age, address, phone number and social media handle.</li> <li>Ask and answer simple questions about preferences in colors, sports teams, music, movies, singers or actors.</li> <li>Ask and answer simple questions about hobbies, food, pets, school subjects, homework, technology, family or friends.</li> <li>Express needs such as hungry or cold and ask others.</li> <li>Ask and answer simple math problems or spelling words.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange simple information related to content taught in other classes.</li> <li>Talk with friends about what to wear to various events.</li> <li>Ask and answer simple questions about information in a chart, diagram or infographic.</li> <li>Create a Venn diagram with a peer comparing two topics in a classroom lesson.</li> <li>Exchange simple opinions with peers about food, actors, movies, books, video games or other areas of interest.</li> <li>Work with a peer to create a simple skit.</li> </ul>

Progress Indicators



## PRESENTATIONAL LITERACY (P-LIT)

NOVICE LEVEL				
Standards	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)	
Goals	Use presentational skills to communicate effectively	Use presentational skills to communicate effectively	Use presentational skills to communicate effectively	
	Progress Indicators			
<b>Choose Relevant, Authentic Content and Concepts</b>	1. Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed.	1. Use familiar vocabulary and structures that are relevant to the topic and very simple authentic	1. Use familiar content, structures and syntax that are relevant to the topic and authentic resources as needed.	Progress Indicators
<b>Organize Information</b>	2. Organize very simple information in a logical sequence and support with gestures or visuals.	2. Organize simple information in a logical sequence and support with gestures or visuals.	2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and support with gestures, visuals or additional language as needed.	
<b>Increase Comprehensibility and Clarity of Expression</b>	3. Communicate with emerging awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	3. Communicate with awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	3. Communicate with attention to pronunciation, spelling, punctuation, hand shapes or signing parameters.	
<b>Maintain Audience Interest</b>	4. Maintain audience interest via gestures, creativity, emotion, technology or visuals.	4. Maintain audience interest via gestures, creativity, emotion, humor, technology or visuals.	4. Maintain audience interest via content, creativity, emotion, humor, technology or visuals.	
<b>Select and Use Resources</b>	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	5. Use digital and cultural resources appropriately.	

## PRESENTATIONAL COMMUNICATION (ELEMENTARY, IMMERSION, EXPLORATORY)

NOVICE LEVEL				
<div>Standards</div> <div>Goals</div> <div></div>	Novice Low	Novice Mid	Novice High	
	Present information using practiced or familiar words and phrases with the help of gestures or visuals.	Present information using a mixture of practiced and familiar words, phrases and simple sentences.	Present information using mostly simple sentences and transitions.	
	Progress Indicators			
Investigate Intercultural Products and Practices to Help Understand Perspectives	<ul style="list-style-type: none"><li>Identify a few very familiar cultural products and practices in native and other cultures, such as:<ul style="list-style-type: none"><li>Traditional foods, celebrating holidays;</li><li>School supplies, addressing teachers;</li><li>Free-time activities, what to wear;</li><li>Calendar, telling the date;</li><li>Greeting friends and adults;</li><li>Flags and flag colors;</li><li>Children's songs and accompanying actions.</li></ul></li></ul>	<ul style="list-style-type: none"><li>Identify similarities and differences between typical products and practices in native and other cultures, such as:<ul style="list-style-type: none"><li>Products and practices related to content in other classes;</li><li>Food, mealtimes;</li><li>Decorations, how people celebrate;</li><li>Invitations, special occasions;</li><li>Rooms in a house, house design;</li><li>Famous artists, art styles;</li><li>School subjects, school schedules.</li></ul></li></ul>	<ul style="list-style-type: none"><li>Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:<ul style="list-style-type: none"><li>Products and practices related to content in other classes;</li><li>Monuments, architecture;</li><li>Currency, metric conversion;</li><li>Sports, popular events;</li><li>Meals, grocery shopping</li></ul></li></ul>	Progress Indicators
Presentational Speaking, Writing or Signing	<ul style="list-style-type: none"><li>Name or write traditional and non-traditional letters, numbers or simple words that are similar to content taught in other classes.</li><li>Tell favorite places to eat, visit, vacation or play.</li><li>Tell favorite or preferred foods from pictures on a menu or restaurant website.</li><li>Name or label very familiar people, places or things in images, classroom or school.</li><li>Name or label preferences based on images of activities, teams, superheroes or animals.</li><li>Name or label places on a map or pictures of classmates or family members.</li><li>Count or write numbers from 1-10.</li><li>Copy simple phrases such as birthday or holiday greetings.</li></ul>	<ul style="list-style-type: none"><li>Write or tell simple information related to content taught in other classes using a few simple sentences or graphic organizer.</li><li>Recite simple poems, songs, chants or rhymes.</li><li>Use courtesy phrases with peers when playing a game or on the playground.</li><li>Name family members and friends, their ages, relationship and what they like to do.</li><li>Use appropriate word order and punctuation when writing the date, time, address or phone number.</li><li>Caption photos of familiar people, places, things or events.</li><li>Tell very simple information from a story.</li></ul>	<ul style="list-style-type: none"><li>Give simple information related to content taught in other classes using sentences or graphic organizers.</li><li>Create a schedule for school, after school activities or a school project timeline.</li><li>Create a birthday, holiday or to-do list.</li><li>Give a short description about a favorite character in a story, book, movie or TV show.</li><li>Describe favorite activities during the school week, on weekends or during vacations.</li><li>Create a simple slogan or poster to advertise an event.</li></ul>	

## CLASSICAL LANGUAGES (ELEMENTARY, IMMERSION, EXPLORATORY)

NOVICE LEVEL (GRADES K – 6)			
PROGRESS INDICATORS*	Novice Low	Novice Mid	Novice High
<b>Investigate Intercultural Products and Practices to Help Understand Perspectives</b>	<ul style="list-style-type: none"> <li>Identify a few very familiar cultural products and practices in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Traditional foods;</li> <li>Holidays;</li> <li>Clothing;</li> <li>Roman numerals or Greek alphabet;</li> <li>Family;</li> <li>Education;</li> <li>Human beings and the gods;</li> <li>Roman values.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Celebrating holidays;</li> <li>Manner of dress;</li> <li>Dining posture;</li> <li>Types and rooms of Roman or Greek houses;</li> <li>Importance of mythology;</li> <li>War and empire.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and other cultures, such as:               <ul style="list-style-type: none"> <li>Tombstones, political graffiti, mile markers;</li> <li>Use and importance of Roman baths;</li> <li>Influence of legendary and historical figures and events;</li> <li>Views of non-Romans or non-Greeks.</li> </ul> </li> </ul>
<b>Interpretive Listening or Reading</b>	<ul style="list-style-type: none"> <li>Identify a few holidays and their modern equivalent, such as Saturnalia or Lupercalia.</li> <li>Connect simple words, phrases, Roman numerals or Greek letters to their meaning or image.</li> <li>Use knowledge of language patterns or structures to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple facts from a caption on a photo.</li> <li>Understand simple phrases describing a historical character.</li> <li>Recognize all Roman numerals or Greek letters.</li> <li>Use knowledge of language patterns or structures to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the topic or basic facts or details from tombstones, mile markers, political graffiti or excerpts from texts or letters.</li> <li>Identify the topic and a few details about events or people from history or literature.</li> <li>Use knowledge of structures and syntax to deepen understanding.</li> </ul>
<b>Interpersonal Communication*</b> <i>*Inclusion of interpersonal communication is determined by individual programs.</i>	<ul style="list-style-type: none"> <li>Greet peers or introduce oneself.</li> <li>Respond to simple questions about familiar topics, such as family, education or foods.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions related to the current topic or content.</li> <li>Share simple facts from a cultural reading or lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Create a Venn diagram with a peer comparing Roman and U.S. houses.</li> <li>Create a simple cultural skit or reenactment with a peer.</li> </ul>
<b>Presentational Speaking or Writing</b>	<ul style="list-style-type: none"> <li>Participate in a reenactment of a Roman or Greek ceremony.</li> <li>Name or label familiar people, places, things or events.</li> </ul>	<ul style="list-style-type: none"> <li>Recite short phrases or simple lines from poems and rhymes.</li> <li>Create a meme with a simple caption to describe oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple cultural products, such as tombstones or political graffiti.</li> <li>Recreate a scene from a myth or historical event.</li> </ul>

**AMERICAN SIGN LANGUAGE (ELEMENTARY, IMMERSION, EXPLORATORY)**

NOVICE LEVEL			
PROGRESS INDICATORS*	Novice Low	Novice Mid	Novice High
<b>Investigate Intercultural Products and Practices to Help Understand Perspectives</b>	<ul style="list-style-type: none"> <li>Identify a few very familiar cultural products and practices in native and Deaf cultures, such as:               <ul style="list-style-type: none"> <li>Assistive devices;</li> <li>Landmarks;</li> <li>Traditional and popular songs;</li> <li>Greetings and leave-takings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in typical cultural products and practices to help understand perspectives in native and Deaf cultures, such as:               <ul style="list-style-type: none"> <li>House design;</li> <li>Support clubs, agencies and organizations;</li> <li>Common table settings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as:               <ul style="list-style-type: none"> <li>Regional differences in languages;</li> <li>Storytelling traditions;</li> <li>Use of technology to communicate.</li> </ul> </li> </ul>
<b>Interpretive Viewing</b>	<ul style="list-style-type: none"> <li>Understand a few numbers, food items or survival signs.</li> <li>Recognize a few short finger spelled words or names.</li> <li>Follow a few simple classroom directions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify days of the week and time.</li> <li>Recognize some common weather expressions, locations or feelings.</li> <li>Recognize a few variations on simple signs or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the difference between a question and statement about age, activities or family.</li> <li>Follow a simple math problem with figures.</li> <li>Understand a simple transaction between a customer and clerk.</li> </ul>
<b>Interpersonal Communication</b>	<ul style="list-style-type: none"> <li>Exchange greetings and introductions with a peer.</li> <li>Fingerspell name.</li> <li>Respond to yes, no, who, what, when and where questions.</li> </ul>	<ul style="list-style-type: none"> <li>Exchange both formal and informal greetings.</li> <li>Ask and answer simple questions about family, friends, activities or school.</li> <li>Ask who, what, when, where and why questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions about dates, times, places and events on posters or tickets.</li> <li>Ask for and give simple directions to a location.</li> <li>Make plans with a peer about where to go and when to meet.</li> </ul>
<b>Presentational Signing</b>	<ul style="list-style-type: none"> <li>Sign numbers from 1-10.</li> <li>Sign name, age, phone number and email address.</li> <li>Sign simple directions or a line from a simple poem.</li> </ul>	<ul style="list-style-type: none"> <li>Sign the main cities on a map.</li> <li>Sign daily schedule of activities with times.</li> <li>Sign simple information based on photos of animals, historical figures or sports.</li> </ul>	<ul style="list-style-type: none"> <li>Give biographical facts about others.</li> <li>Express how to prepare a food or follow a simple routine.</li> <li>Give simple facts or details about a landmark or place visited.</li> </ul>

# Frequently Asked Questions about the Standards

## 1. WHAT IS THE ROLE OF THE STANDARDS IN THE CLASSROOM? DO THEY TELL TEACHERS WHAT TO TEACH?

The standards define what all learners should know and be able to do; they do not include prescribed lists of resources or language-specific content nor do they tell what or how teachers should teach. For instance, the standards do not specify defined language structures and vocabulary words, but this is fundamental to standards expectations that learners be able to access authentic resources, interact with others and present and share information. Given the large number of languages offered in Ohio schools as well as the wide range of grade levels where learners begin their language studies, it would be challenging for the standards to enumerate all or even most of the content that learners should learn or in which grade it should be taught.

A well-developed, content-rich curriculum that is consistent with the expectations laid out in this document will complement these standards. The sample progress indicators in the standards documents, although *not mandated*, give ideas of what performance might look like at each level.

*Resources related to [content](#) and [instructional strategies](#) can be found in the model curriculum.*

## 2. WHEN SHOULD TEACHERS EXPECT LEARNERS TO MASTER EACH PROFICIENCY SUB-LEVEL?

The standards define a cumulative progression designed to enable learners to meet Intermediate High/Advanced Low by the end of high school in a vertically aligned, well-articulated language program. Intermediate High is consistent with the level at which learners also can earn the [Ohio Seal of Biliteracy](#). Given that programs across the state begin language study in different grade levels, every program should determine the appropriate sublevel for learners to reach by the end of each school year. The world language model curriculum has a recommended set of [proficiency targets](#) that take into account language,

program type and hours of study. While not mandated by the state, these targets serve as a research-based starting point for schools to determine the appropriate end goals for their learners. Educators should be mindful that learners often master proficiency sublevels at different rates for each mode or skill. By providing a variety of learning opportunities and formative and summative assessments across all three modes of communication and four language skills, teachers and learners will gain insight into areas of strength and areas of focus.

*Resources and rubrics related to [assessment of proficiency and performance](#) can be found in the model curriculum.*

## 3. HOW DO I USE THE STANDARDS FOR VERTICAL ALIGNMENT OF LANGUAGE COURSES?

Districts should use the standards to determine the final proficiency goals for their programs. This may vary among districts depending on the number of years of continuous language studies offered. Once the end goal of the program has been determined, the proficiency levels for the previous years will be backward aligned from highest to lowest. [Research-based targets](#) are provided, but they are not state-mandated.

The standards should be looked at as cumulative performance descriptors, in which each sublevel includes all the information from the previous sublevels. For example, the Novice Low and Mid Interpretive standards mention using visuals or gestures to increase comprehension when reading, viewing or listening. The use of visuals or gestures is not mentioned from Novice High through Advanced Low; however, it is understood that any skills mastered in previous sublevels will be subsumed and built upon in the following sublevels, even if not explicitly stated.

*Resources related to [vertical alignment and backward design](#) can be found in the model curriculum.*



#### 4. DO THE STANDARDS INCLUDE MODIFICATIONS FOR DIVERSE LEARNERS?

It would be challenging for the standards to fully reflect the great variety in abilities, needs, learning rates and achievement levels of learners in any given classroom. All learners should have equal access to the knowledge and skills necessary in their post-high school lives. The standards do not define the intervention methods or materials to support learners who are below or above language-level expectations.

With the inclusion of proficiency levels as the basis of the standards, programs now have the means for the widest possible range of learners to participate fully from the outset. Using intentional pre-assessment to determine language learners' abilities when they enter a course allows teachers to set appropriate target goals for each learner's growth. For example, native or heritage speakers may have strong speaking and listening skills, but they may have weak reading and writing skills. Knowing this allows teachers to place learners in the appropriate level course and determine the skills to focus on to progress.

*Resources for teaching [diverse learners](#) can be found in the model curriculum.*

#### 5. HOW DO AUTHENTIC MATERIALS, TEACHER-CREATED MATERIALS AND TEXTBOOKS FIT INTO THE STANDARDS?

The standards specify the progression and end goals of K-12 learners developing intercultural communicative competence and stronger literacy skills using authentic cultural materials and interactions. The standards do not define how teachers should teach nor the specific materials they should use. Teachers should incorporate a variety of materials and strategies that help learners achieve the end goals, but there is not one set methodology to accomplish this. Textbooks, leveled readers and teacher-created materials are tools that can serve as a scaffold or bridge to the ultimate goal of learners accessing authentic materials and culture and to increasing communication and literacy skills.

Learners should be exposed to authentic media and texts beginning at Novice Low, regardless of the methodology, learning materials or instructional approach. Exposure to a variety of authentic language and cultural resources as early as possible is essential to developing intercultural communicative competence for all learners.

*Resources related to teaching with [authentic materials](#) for various languages and [incorporating literacy](#) can be found in the model curriculum.*

#### 6. WHAT IS THE ROLE OF GRAMMAR, ESPECIALLY FOR CLASSICAL LANGUAGES?

The decision on how, when or if grammar is explicitly taught is addressed by educators and curriculum directors of individual language programs, consistent with meeting the expectations of the state standards. Given the large number of languages taught in Ohio, as well as district-determined scope and sequence for courses, it would be challenging for the standards to give specific grammar to teach at each level. Many [best practice strategies](#) for teaching grammar in context are available in the model curriculum.

For classical languages, reading and understanding written messages of the ancient world are key goals for learners. Explicit grammar learning may play an important role in comprehending and using the language of historical texts. As with other languages, the role of grammar should be determined by the teachers and curriculum directors of individual programs. Interpretive listening and presentational or interpersonal speaking and writing can also be important communicative elements in a well-balanced classical language program. The oral and written use of the language can be employed to build learner interest and heighten understanding of and appreciation for a classical language and its culture.

*Resources for [classical languages](#) can be found in the model curriculum.*