

Aurora Public Schools

World Language Standards

level	CDE proficiency descriptor
1	novice-low
2	novice-mid / novice-high
3	intermediate low
4	intermediate-mid
5	AP/IB
6	IB(high level)

Level 1	1 - COMMUNICATION	2 - CULTURE	3 - CONNECTIONS	4 - COMPARISONS
Level 1 - Quarter 1	<p>1.1 Imitate modeled words and phrases using intonation and pronunciation</p> <p>1.2 Understand short conversations and narratives when using objects, visuals, and gestures</p>	<p>2.1 Acknowledge and imitate basic greetings and gestures</p> <p>Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation)</p>	<p>Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)</p>	<p>Recognize basic vocabulary in both the native language and their own language to make comparisons</p> <p>Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own</p>
Level 1 - Quarter 2	<p>1.3 Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases</p> <p>1.4</p>	<p>2.2 Identify some common social practices at home and school</p>	<p>Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas</p>	<p>Recognize some simple structures in the target language that differ from their own language</p> <p>Recognize an understanding of the form, meaning, and importance of</p>

	<p>Respond to questions seeking clarification (Do you understand? What is this?)</p> <p>Reproduce high-frequency words and phrases</p> <p>Responds to visual cues</p>			<p>certain practices in the target culture(s) and their own</p>
Level 1 – Quarter 3	<p>1.5 Use words and phrases without awareness of grammatical structures</p> <p>1.6 Follow simple commands</p> <p>Use words derived from cognates, prefixes, and thematic vocabulary</p>	<p>Identify a few major traditions and celebrations</p>	<p>3.1 Extract main ideas and key words from authentic resources</p>	<p>Recognize different pronunciation and intonation of individual words and basic phrases</p> <p>Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</p>
Level 1- Quarter 4	<p>1.7 Answer simple questions about very familiar topics</p> <p>1.8 Recognize the symbols of the target language writing system</p> <p>Recite single-word or high-frequency</p>	<p>Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)</p>	<p>Use knowledge obtained from authentic resources to apply to new topics</p>	<p>4.1 Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</p> <p>Recognize the contributions of the target cultures to the student’s culture and vice versa</p>

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Level 2	1 – COMMUNICATION	2 - CULTURE	3 - CONNECTIONS	4 -COMPARISONS
Level 2 - Quarter 1	<p>1.9 Use basic greetings and expressions of courtesy</p> <p>Identify main ideas from oral, visual, or written sources</p> <p>Write and speak using a variety of visual cues</p> <p>Exchange written communication</p> <p>1.10 Identify main ideas from oral, visual, or written sources</p> <p>1.11 Write or tell briefly about an event or personal experience</p>	<p>2.3 Initiate greetings and use appropriate gestures with support</p> <p>Examine the use and relevance of common daily products (such as food, clothes, and transportation)</p> <p>Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations</p>	<p>Locate and identify resources connected to other content areas in the target language (daily practices in other countries like schedules, transportation, and cuisine)</p> <p>Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media)</p>	<p>Identify structural patterns in both the native language and their own language to make comparisons</p> <p>Research the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own</p> <p>Demonstrate their understanding of and apply structural patterns in both the native language and their own language to make comparisons</p> <p>Strengthen knowledge of the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target cultures and their own</p>
Level 2 - Quarter 2	<p>1.12 Express feelings, basic needs, emotions, or opinions</p> <p>Respond appropriately to simple directions</p>	<p>Imitate some common social practices</p> <p>2.4 Compare similarities and differences</p>	<p>Recognize some commonalities of structures, information, and vocabulary between the target language resources connected to other content areas</p>	<p>Describe the relationship between languages based on grammatical structures</p>

	<p>Share information about personal interests</p> <p>Ask and answer questions to clarify information about familiar topics</p> <p>1.13 Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages)</p> <p>Create texts incorporating some description and detail</p>	<p>of common expressive products between the native and target cultures (songs, artwork, crafts, etc.)</p> <p>Investigate common social practices in relevant situations</p>	<p>Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas</p>	<p>Begin to apply an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</p> <p>Demonstrate their understanding of the relationship between languages based on grammatical structures</p> <p>Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own</p>
<p>Level 2 - Quarter 3</p>	<p>1.14 Ask and answer questions using high frequency and learned phrases</p> <p>Recognize meaning from cognates and context, intonation and visual cues</p> <p>Produce and share basic communication</p> <p>1.15 State and follow a short sequence of oral or written requests</p> <p>Interpret meaning using oral, visual, and contextual clues</p>	<p>Describe some major traditions and celebrations</p> <p>Examine major traditions and celebrations and the practices associated with them</p>	<p>3.2 Extract main ideas and supporting details from authentic resources</p> <p>Extract and decipher meaning from authentic resources</p>	<p>Recognize differing pronunciation and intonation patterns</p> <p>Describe and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</p> <p>Recognize that pronunciation and intonation may vary according to region or country</p>

				Differentiate and compare tangible products (toys, sports equipment, food) as well as simple intangible products of the target culture (concept of time, daily routine, peer relationships, holidays, traditions) from those of their own
Level 2 - Quarter 4	<p>State and follow simple oral or written requests or directions</p> <p>1.16 Demonstrate comprehension of a listening activity or reading selection</p> <p>1.17 Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)</p>	Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts	<p>Use obtained knowledge to expand awareness about relevant topics</p> <p>Compare and contrast new information with previous knowledge</p>	<p>Identify features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</p> <p>4.2 Identify the contributions of the target cultures to the student's culture and vice versa</p> <p>Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</p> <p>Describe the contributions of the target cultures to the student's culture and vice versa</p>

Level 3	1 - COMMUNICATION	2 - CULTURE	3 - CONNECTIONS	4 -COMPARISONS
<p>Level 3 - Quarter 1</p>	<p>1.18 Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (interviews, conversations)</p> <p>Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions</p> <p>Use information acquired from target language sources to solve everyday problems and situations (such as using media to make plans to see a movie)</p>	<p>2.5 Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations</p>	<p>Analyze resources connected to other content areas in the target language (literature, people of importance, environment)</p>	<p>Expand understanding and apply complex structural patterns in both the target language and their own language to make comparisons</p> <p>Compare the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own</p>
<p>Level 3 - Quarter 2</p>	<p>1.19 Summarize, explain, and critique information from a variety of oral, written, and visual sources</p> <p>Give and follow a series of directions, instructions, and requests</p> <p>Identify the purpose, main idea, characters, setting, and important events in age-appropriate media</p>	<p>2.6 Compare daily practices of people in the target culture(s) with their own</p>	<p>Use concepts, information, and vocabulary from other content areas to further comprehend oral and written selections in target language</p>	<p>Demonstrate understanding of the relationship between languages based on complex grammatical structures</p> <p>Compare the form, meaning, and importance of certain practices in the target culture(s) and their own</p>

<p>Level 3 - Quarter 3</p>	<p>1.20 Interpret meaning through knowledge of grammatical structures, cognates, and context (prefixes, suffixes, root words, cognates, intonation, word order)</p> <p>Meet practical writing needs such as short letters, blogs or notes by recombining learned vocabulary and structures</p> <p>Narrate orally, visually, or in writing with relevant details, an event, or personal experience comprehensible to a sympathetic audience</p>	<p>Interpret and explain the cultural relevance or historical context of traditions and celebrations</p>	<p>3.3 Extract information and decipher meaning, including inferences, from authentic resources</p>	<p>Compare and contrast tangible products as well as simple intangible products of the target culture(s) to those of their own</p> <p>Understand that pronunciation and intonation may vary according to region or country</p>
<p>Level 3 - Quarter 4</p>	<p>1.21 Produce and publish informal and formal communication comprehensible to a sympathetic audience</p>	<p>Analyze and assess factors(education, economics, history, religion, climate, geography) that impact cultural products</p>	<p>Use new knowledge to evaluate and synthesize a variety of viewpoints from authentic resources</p>	<p>4.3 Analyze the impact of the contributions of the target cultures to the student's culture and vice versa</p> <p>Contrast features of student's native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure to derive meaning</p>

Level 4	1 - COMMUNICATION	2 - CULTURE	3 - CONNECTIONS	4 - COMPARISONS
Level 4- Quarter 1	<p>1.22 Express and support opinions about topics appropriate to grade level</p> <p>Identify the purpose and main idea, point of view, and predict outcomes</p> <p>1.23 Apply learned as well as original language, idiomatic expressions, nonverbal behaviors and structural patterns in increasingly complex sentences and paragraphs to present in oral and written form with comprehensibility and some degree of fluidity</p>	<p>2.7 Analyze interactions typical of the culture studied (such as salutations, dating, adult/youth interactions)</p>	<p>Synthesize level-appropriate resources connected to other content areas in the target language (such as politics, government structures, and history)</p>	<p>Demonstrate their understanding of more complex structural patterns in both the native language and their own language to make sophisticated comparisons</p> <p>Analyze the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) by analyzing selective products from the target culture(s) and their own</p>
Level 4- Quarter 2	<p>1.24 Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics</p> <p>Apply content and background knowledge to infer meaning</p> <p>1.25 Formulate and defend a position on a researched issue</p>	<p>2.8 Analyze behavior patterns in the target culture</p>	<p>Apply concepts, information, and vocabulary from other content areas to further comprehend and analyze oral and written selections in the target language</p>	<p>Evaluate and demonstrate understanding of the relationship between the target language and the student's own language</p> <p>Compare the form, meaning, and importance of certain expressive practices in the target culture(s) and their own</p>

<p>Level 4- Quarter 3</p>	<p>1.26 Persuade, negotiate, or offer advice about issues or points of view</p> <p>Interpret and imitate culturally appropriate verbal communication (such as idioms, colloquial language, slang)</p> <p>1.27 Narrate orally, visually or in writing, with relevant details, an event or personal experience</p>	<p>Connect and relate the cultural relevance and historical context of traditions and celebrations to current events</p>	<p>3.4 Identify the perspective evident in authentic resources</p>	<p>Understand that pronunciation, intonation, and syntax may vary according to region or country</p> <p>Compare the nuances of the target culture(s) (regional dialects, behaviors, beliefs, practices) and contrast these with their own</p>
<p>Level 4- Quarter 4</p>	<p>1.28 Use a wide range of strategies to negotiate meaning</p> <p>Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication</p> <p>Interpret meaning through knowledge of grammatical structures, cognates, and context</p> <p>1.29 Apply age- appropriate writing process strategies to publish a document for a range of audiences</p>	<p>Investigate and explain how cultural perspectives and other factors (education, economics, history, climate, geography) contribute to shaping products of a culture</p>	<p>Use authentic resources to investigate, analyze, and present new information</p>	<p>4.4 Compare and contrast etymological linguistic roots of English words with target language words as they apply</p> <p>Evaluate the impact of the contributions of the target cultures to the student's culture and vice versa</p>