

LEVEL 1-4 INDIANA ACADEMIC STANDARDS –MODERN EUROPEAN AND CLASSICAL LANGUAGES

LEVEL 1 Middle School: Grades 6 and up High School : Grades 9 and up	LEVEL 2 Upon Completion of Level 1	LEVEL 3 Upon Completion of Level 2	LEVEL 4 Upon Completion of Level 3
<p>Standard 1 COMMUNICATION: Write and speak in a language other than English <i>Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</i></p> <p>1.1.1 Oral Expression</p> <ul style="list-style-type: none"> Use greetings and farewells in limited social situations, both formal and informal. Share information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. <p>1.1.2 Oral Request for Information</p> <ul style="list-style-type: none"> Make basic requests and ask simple questions. <p>1.1.3 Written Expression</p> <ul style="list-style-type: none"> Exchange basic information, simple feelings and preferences with guidance. Examples: Post cards, e-mails, tweets, texts, etc. <p>1.1.4 Written Request for Information</p> <ul style="list-style-type: none"> Make basic requests and ask simple questions. 	<p>Standard 1 COMMUNICATION: Write and speak in a language other than English <i>Learners engage in written and spoken conversations on a variety of topics with increased complexity and accuracy of language. (Interpersonal)</i></p> <p>2.1.1 Oral Expression</p> <ul style="list-style-type: none"> Use multiple greetings and farewells in routine social situations, both formal and informal. Exchange basic information and opinions about self and others. Examples: Personality characteristics, hobbies, interests, etc. <p>2.1.2 Oral Request for Information</p> <ul style="list-style-type: none"> Make requests and ask questions for information. <p>2.1.3 Written Expression</p> <ul style="list-style-type: none"> Exchange routine information and opinions. Example: Write an e-mail to a pen pal, dialogue journals, social media, etc. <p>2.1.4 Written Request for Information</p> <ul style="list-style-type: none"> Make requests and ask questions for information. 	<p>Standard 1 COMMUNICATION: Write and speak in a language other than English <i>Learners engage in written and spoken conversations on a variety of topics with increased complexity and accuracy of language. (Interpersonal)</i></p> <p>3.1.1 Oral Expression</p> <ul style="list-style-type: none"> Initiate, sustain, and close brief conversations in familiar social situations, both formal and informal. Exchange detailed information and opinions on familiar topics. <p>3.1.2 Oral Request for Information</p> <ul style="list-style-type: none"> Make requests and ask different types of questions in a variety of familiar situations. <p>3.1.3 Written Expression</p> <ul style="list-style-type: none"> Exchange detailed information and opinions on familiar topics. <p>3.1.4 Written Request for Information</p> <ul style="list-style-type: none"> Make requests and ask different types of questions in a variety of familiar social situations. 	<p>Standard 1 COMMUNICATION: Write and speak in a language other than English <i>Learners engage in written and spoken conversations on a variety of topics with increased complexity and accuracy of language. (Interpersonal)</i></p> <p>4.1.1 Oral Expression</p> <ul style="list-style-type: none"> Initiate, sustain, and close more extended conversations in various social situations, both formal and informal. Exchange detailed information and opinions on a variety of topics. <p>4.1.2 Oral Request for Information</p> <ul style="list-style-type: none"> Make requests and ask different types of questions in a variety of situations. <p>4.1.3 Written Expression</p> <ul style="list-style-type: none"> Exchange detailed information and opinions on a variety of topics. <p>4.1.4 Written Request for Information</p> <ul style="list-style-type: none"> Make requests and ask different types of questions in a variety of social situations.

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<p>1.1.5 Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none">• Use speaking and listening strategies that facilitate communication. Example: Asking for clarification, recognizing cognates	<p>2.1.5 Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none">• Use speaking and listening strategies that facilitate communication. Examples: Identifying key words, using synonyms and antonyms	<p>3.1.5 Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none">• Use speaking and listening strategies that facilitate communication. Examples: Using synonyms and antonyms, using circumlocution, paraphrasing	<p>4.1.5 Strategies for Maintaining Oral / Written Exchanges</p> <ul style="list-style-type: none">• Use speaking and listening strategies that facilitate communication. Examples: Using circumlocution, using synonyms and antonyms, making conjectures
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<p>Standard 2 COMMUNICATION: Interpret information in a language other than English</p> <p><i>Learners interpret written and spoken language on a variety of topics. (Interpretive)</i></p>	<p>Standard 2 COMMUNICATION: Interpret information in a language other than English</p> <p><i>Learners interpret written and spoken language on a variety of topics. (Interpretive)</i></p>	<p>Standard 2 COMMUNICATION: Interpret information in a language other than English</p> <p><i>Learners interpret written and spoken language on a variety of topics. (Interpretive)</i></p>	<p>Standard 2 COMMUNICATION: Interpret information in a language other than English</p> <p><i>Learners interpret written and spoken language on a variety of topics. (Interpretive)</i></p>
<p>1.2.1 Comprehending Oral Language</p> <ul style="list-style-type: none"> Understand and respond to basic greetings, requests, commands, and directions. Demonstrate comprehension of basic words and phrases in the target language, spoken by native and non-native speakers. <p>1.2.2 Comprehending Written Language</p> <ul style="list-style-type: none"> Demonstrate reading comprehension by identifying familiar vocabulary from basic informational texts. <p>1.2.3 Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> Use cognates, familiar vocabulary, or background knowledge to make educated guesses about meaning. Recognize alphabets, sounds, and symbols of the target language. 	<p>2.2.1 Comprehending Oral Language</p> <ul style="list-style-type: none"> Understand and respond to familiar requests, commands, and directions. Demonstrate comprehension of short passages in the target language, spoken by native and non-native speakers. <p>2.2.2 Comprehending Written Language</p> <ul style="list-style-type: none"> Demonstrate comprehension of short passages in the target language by identifying main ideas and some details from brief informational or simple fictional texts. <p>2.2.3 Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> Use cognates, familiar vocabulary, or word families to extract meaning. Use strategies such as identifying context and purpose or scanning for specific information to extract meaning. 	<p>3.2.1 Comprehending Oral Language</p> <ul style="list-style-type: none"> Understand and respond to requests, commands, and directions of increasing variety and complexity. Demonstrate comprehension of both authentic and non-authentic passages of increasing length and complexity. <p>3.2.2 Comprehending Written Language</p> <ul style="list-style-type: none"> Demonstrate comprehension of longer, more complex passages in the target language by interpreting main ideas and supporting details from familiar text genres <p>3.2.3 Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> Use cognates, familiar vocabulary, word families, or cultural context to interpret passages. Use strategies such as contextual guessing, identifying discourse structure, and transitional devices to interpret meaning and purpose. 	<p>4.2.1 Comprehending Oral Language</p> <ul style="list-style-type: none"> Understand and respond to requests, commands, and directions of increasing variety and complexity. Demonstrate comprehension of extended authentic passages of increasing complexity. <p>4.2.2 Comprehending Written Language</p> <ul style="list-style-type: none"> Demonstrate comprehension of extended, more complex passages in the target language by analyzing main ideas, format and style from a variety of text genres. <p>4.2.3 Strategies for Comprehending Oral and Written Languages</p> <ul style="list-style-type: none"> Use strategies such as making logical inferences, applying cultural context, using word function, and knowledge of idioms, to analyze a variety of oral and written texts.

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<p>Standard 3 COMMUNICATION: Present information in a language other than English <i>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</i></p> <p>1.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present simple rehearsed material on basic topics. • Speak in simple, complete sentences to describe objects, self, and others. <p>1.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> • Write in simple, complete sentences to describe objects, self, and others. <p>1.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor. • Use basic grammar and syntax 	<p>Standard 3 COMMUNICATION: Present information in a language other than English <i>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</i></p> <p>2.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present rehearsed material on familiar topics. • Speak in complete sentences to describe objects, self, and others in greater detail. <p>2.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> • Write short paragraphs to describe objects, self, and others in greater detail. <p>2.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy. • Use grammar and syntax with increasing accuracy. 	<p>Standard 3 COMMUNICATION: Present information in a language other than English <i>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</i></p> <p>3.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present material, both rehearsed and impromptu, on a variety of topics. • Speak in more complex sentences to express a variety of emotions, opinions, or abstract ideas. <p>3.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> • Write longer paragraphs to express a variety of emotions, opinions, or abstract ideas. <p>3.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to instructor and classmates with increasing accuracy and fluency. • Use more complex grammar and syntax with increasing accuracy. • Use transitional and cohesive devices. 	<p>Standard 3 COMMUNICATION: Present information in a language other than English <i>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</i></p> <p>4.3.1 Presenting Oral Language</p> <ul style="list-style-type: none"> • Present material, both rehearsed and impromptu, on a wide variety of topics. • Speak in paragraph-length or longer to entertain, explain, or persuade. <p>4.3.2 Presenting Written Language</p> <ul style="list-style-type: none"> • Write both fictional and non-fictional works of several connected paragraphs to entertain, explain or persuade. <p>4.3.3 Strategies for Presenting Oral and Written Language</p> <ul style="list-style-type: none"> • Use intonation and pronunciation comprehensible to a sympathetic native speaker with increasing accuracy and fluency. • Use more complex grammar and syntax with increasing accuracy. • Use a variety of transitional and cohesive devices.

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<p>Standard 4 CULTURES: Develop awareness of other cultures <i>Learners examine, experience, and reflect on the practices, products, and perspectives of the cultures studied, using both English and the target language.</i></p> <p>1.4.1 Practices</p> <ul style="list-style-type: none"> Recognize basic routine practices and customs. Recognize situation-appropriate verbal and non-verbal communication. <p>1.4.2 Products</p> <ul style="list-style-type: none"> Identify products of the target cultures, such as fine arts, cuisine, holidays, etc. <p>1.4.3 Perspectives</p> <ul style="list-style-type: none"> Identify influences on practices and products, such as religions, history, geography, etc. 	<p>Standard 4 CULTURES: Develop awareness of other cultures <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using the target language as much as possible</i></p> <p>2.4.1 Practices</p> <ul style="list-style-type: none"> Describe frequently encountered social practices. Use situation-appropriate verbal and non-verbal communication. <p>2.4.2 Products</p> <ul style="list-style-type: none"> Describe, in simple terms, products of the target cultures, such as media, films, literature, art, etc. <p>2.4.3 Perspectives</p> <ul style="list-style-type: none"> Describe influences on practices and products, such as technology, current events, and scientific discoveries, etc. 	<p>Standard 4 CULTURES: Develop awareness of other cultures <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using the target language.</i></p> <p>3.4.1 Practices</p> <ul style="list-style-type: none"> Describe social and cultural practices in the target language. Use situation-appropriate verbal and non-verbal communication. <p>3.4.2 Products</p> <ul style="list-style-type: none"> Describe, in the target language, products of the target cultures, such as fashion, literature, imported products, etc. <p>3.4.3 Perspectives</p> <ul style="list-style-type: none"> Describe, in the target language, influences on practices and products, such as concept of time, social etiquette, gender roles, ethnic groups, etc. Examine culture through literary works from the target language and cultures. 	<p>Standard 4 CULTURES: Develop awareness of other cultures <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using the target language.</i></p> <p>4.4.1 Practices</p> <ul style="list-style-type: none"> Analyze and reflect on cultural and social practices in the target language. Use situation-appropriate verbal and non-verbal communication. <p>4.4.2 Products</p> <ul style="list-style-type: none"> Analyze and reflect on products in the target language. <p>4.4.3 Perspectives</p> <ul style="list-style-type: none"> Analyze and reflect, in the target language, on factors that influence practices and products, such as politics, gender equality, environmental issues, etc. Examine culture through literary works from the target language and cultures.

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<p>Standard 5 CONNECTIONS: Make connections to other content areas <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i></p> <p>1.5.1 Describe basic objects and concepts from other content areas in simple terms. Examples: Celsius/Fahrenheit conversion (Science), map skills (Social Studies), etc.</p> <p>1.5.2 Implement content area concepts and skills through relevant activities. Examples: Survey results and tell time (Math), use a map or GPS technology to identify locations (Social Studies), etc.</p>	<p>Standard 5 CONNECTIONS: Make connections to other content areas <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i></p> <p>2.5.1 Describe objects and concepts from other content areas. Examples: body parts and exercise (Wellness), money conversion (Math standards)</p> <p>2.5.2 Implement content area concepts and skills through relevant activities. Examples: Learn a dance or sport from another culture (Wellness), play or sing a musical piece from the target culture (Fine Arts), etc.</p>	<p>Standard 5 CONNECTIONS: Make connections to other content areas <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i></p> <p>3.5.1 Investigate and discuss objects and concepts from other content areas. Example: Famous works of art (Fine Arts), environmental issues (Science), etc.</p> <p>3.5.2 Implement content area concepts and skills through relevant activities. Examples: Write a persuasive speech or essay (English/Language Arts), etc</p>	<p>Standard 5 CONNECTIONS: Make connections to other content areas <i>Learners use target language to expand their knowledge of and make connections among multiple content areas.</i></p> <p>4.5.1 Investigate and analyze other content areas using resources intended for native speakers. Example: Government or political systems, (Social Studies), social issues, etc.</p> <p>4.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas. Examples: Mini-lessons, cadet teaching, etc.</p>

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<p>Standard 6 CONNECTIONS: Access and connect information through various media <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p> <p>1.6.1 Use digital media and culturally authentic resources to reinforce vocabulary, such as language websites and online dictionaries.</p> <p>1.6.2 Use digital media and culturally authentic resources to study target cultures and language, such as photographs, magazines, commercials, and websites.</p>	<p>Standard 6 CONNECTIONS: Access and connect information through various media <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p> <p>2.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary, improve reading ability, and encourage cultural awareness.</p> <p>2.6.2 Use digital media and culturally authentic resources to study target language and cultures.</p>	<p>Standard 6 CONNECTIONS: Access and connect information through various media <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p> <p>3.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.</p> <p>3.6.2 Use digital media and culturally authentic resources to study target cultures.</p>	<p>Standard 6 CONNECTIONS: Access and connect information through various media <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p> <p>4.6.1 Use digital media and culturally authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.</p> <p>4.6.2 Use digital media and culturally authentic resources to study target cultures.</p>

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<p>Standard 7 COMPARISONS: Investigate the nature of language and culture <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p> <p>1.7.1 Recognize cognates and words shared between English and the target language.</p> <p>1.7.2 Recognize and use level appropriate language structures.</p> <p>1.7.3 Compare common idiomatic and colloquial expressions in the target language.</p> <p>1.7.4 Compare authentic simple forms of address in everyday situations.</p> <p>1.7.5 Compare daily living patterns of other cultures and the learner’s own culture.</p> <p>1.7.6 Compare celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p> <p>1.7.7 Identify contributions from the target cultures.</p>	<p>Standard 7 COMPARISONS: Investigate the nature of language and culture <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p> <p>2.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.</p> <p>2.7.2 Recognize and use level appropriate language structures.</p> <p>2.7.3 Understand and use common idiomatic and colloquial expressions in the target language.</p> <p>2.7.4 Compare and use authentic forms of address in a variety of social situations, both formal and informal.</p> <p>2.7.5 Compare the social patterns of other cultures and the learner’s own culture.</p> <p>2.7.6 Recognize and discuss celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p> <p>2.7.7 Identify and describe contributions from the target cultures.</p>	<p>Standard 7 COMPARISONS: Investigate the nature of language and culture <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p> <p>3.7.1 Recognize and use cognates and word families shared between English and the target language to expand vocabulary and guess meaning.</p> <p>3.7.2 Recognize and use level appropriate language structures.</p> <p>3.7.3 Compare and use common idiomatic, colloquial, and proverbial expressions in the target language.</p> <p>3.7.4 Compare and use authentic forms of address in familiar social situations, both formal and informal.</p> <p>3.7.5 Compare the systems and social patterns of other cultures and the learner’s own culture.</p> <p>3.7.6 Discuss, in the target language, the different celebrations and holidays of a variety of other cultures and compare them to those of the learner’s culture.</p> <p>3.7.7 Describe, in the target language, contributions from the target cultures.</p>	<p>Standard 7 COMPARISONS: Investigate the nature of language and culture <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p> <p>4.7.1 Use elements of word formation to expand vocabulary and derive meaning.</p> <p>4.7.2 Recognize and use level appropriate language structures.</p> <p>4.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.</p> <p>4.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.</p> <p>4.7.5 Compare systems of other cultures and the learner’s own culture.</p> <p>4.7.6 Analyze the historical significance of holidays and cultural celebrations in the target language.</p> <p>4.7.7 Compare and contrast elements that shape cultural identity in the learner’s heritage and in the target cultures.</p>

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<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p> <p>1.8.1 Share experiences from the world language classroom within the school and/or community.</p> <p>1.8.2 Recognize the use of the target language in the learner’s community or daily life.</p> <p>1.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.</p>	<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p> <p>2.8.1 Share experiences from the world language classroom within the school and/or community.</p> <p>2.8.2 Recognize and show the influences of the target language and/or cultures on the learner’s own community.</p> <p>2.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p> <p>3.8.1 Share experiences from the world language classroom within the school and/or community.</p> <p>3.8.2 Investigate the influences of the target language and cultures on the learner’s own community.</p> <p>3.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>Standard 8 COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p> <p>4.8.1 Share experiences from the world language classroom within the school and/or community.</p> <p>4.8.2 Investigate and share with others the influences of the target language and cultures on the learner’s own community.</p> <p>4.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>