

## STUDENT GOALS FOR LANGUAGE AND CULTURE LEARNING

Since 2009, the year of the adoption of California’s *World Language Content Standards*, we have seen the publication of a number of documents that reflect, through learner outcomes, recent research on the teaching and learning of languages and cultures, incorporating the fundamental principles of the *Common Core State Standards* and *21st Century Skills Maps*. The most recent, important and widely consulted documents in California include several developed by the American Council on the Teaching of Foreign Language (ACTFL) and several adopted by California’s Department of Education (CDE):

### ACTFL Documents

- 21st Century Skills Map for World Languages* (2011)
- Proficiency Guidelines* (2012)
- Performance Descriptors for Language Learners* (2012)
- World Readiness Standards for Learning Languages* (2015)

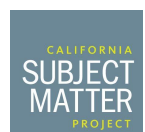
### CDE Documents

- Common Core State Standards for English Language Arts* (2010)
- English Language Development Standards* (2012)
- Career Technical Education Standards* (2013)
- English Language Arts/English Language Development Framework* (2014)

The result of the wide distribution of these documents has created difficulty for practitioners who attempt to synthesize them into a unified set of outcomes for student performance. It is not that the documents differ substantially in their content, but rather that in order to guide the development of optimal programs, details from each must be incorporated into a single set of outcomes for language and culture learning.

The statements that follow are an attempt to create a unified set of goals for language and culture learning in order to inform discussions about how to “refresh” the *World Language Content Standards for California Public Schools* (2009). They incorporate into the current structure of California’s standards important details from these documents and provide a framework from which to generate a set of content standards that are aligned with these documents and thus reflect the most current research and consensus on outcomes.

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| <b>CONTENT</b>   |
| <b>Knowledge</b>   |
| Students   |
| <input type="checkbox"/> access, <input type="checkbox"/> build, <input type="checkbox"/> reinforce, <input type="checkbox"/> expand, and <input type="checkbox"/> evaluate their knowledge of other disciplines,  |
| <input type="checkbox"/> recognize distinctive viewpoints,   |
| in activity that requires <input type="checkbox"/> critical thinking, <input type="checkbox"/> inquiry, <input type="checkbox"/> problem solving, <input type="checkbox"/> creativity, <input type="checkbox"/> innovation, <input type="checkbox"/> flexibility, and <input type="checkbox"/> adaptability, |
| in order to function in <input type="checkbox"/> real-world, <input type="checkbox"/> academic, and  |
| <input type="checkbox"/> career-related settings.  |
| <b>Topics</b>  |
| Students address   |
| STAGE 1 <input type="checkbox"/> discrete elements of daily life,  |
| STAGE 2 <input type="checkbox"/> topics related to self and the immediate environment,   |
| STAGE 3 <input type="checkbox"/> concrete and <input type="checkbox"/> factual topics related to the <input type="checkbox"/> immediate and <input type="checkbox"/> external environment, or  |
| STAGE 4 <input type="checkbox"/> complex concrete, <input type="checkbox"/> complex factual, and <input type="checkbox"/> abstract topics related to the <input type="checkbox"/> immediate and <input type="checkbox"/> external environment.   |



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| <b>COMMUNICATION</b>  |
| <b>Interpretive Communication</b>   |
| Students  |
| <input type="checkbox"/> view, <input type="checkbox"/> listen to, and <input type="checkbox"/> read  |
| <input type="checkbox"/> authentic texts,   |
| using knowledge of <input type="checkbox"/> cultural products, <input type="checkbox"/> cultural practices, and <input type="checkbox"/> cultural perspectives, and                                 |
| <input type="checkbox"/> using technology to conduct research.  |
| <b>Interpersonal Communication</b>  |
| Students  |
| <input type="checkbox"/> listen, <input type="checkbox"/> read, <input type="checkbox"/> view, <input type="checkbox"/> speak, <input type="checkbox"/> (sign), and <input type="checkbox"/> write, |
| <input type="checkbox"/> interacting in real-world settings, and  |
| <input type="checkbox"/> using technology to collaborate.   |
| <b>Presentational Communication</b>   |
| Students  |
| <input type="checkbox"/> speak, <input type="checkbox"/> (sign), <input type="checkbox"/> write, and  |
| <input type="checkbox"/> adapt materials rich in language, culture, and content,  |
| for a variety of <input type="checkbox"/> purposes, <input type="checkbox"/> listeners, <input type="checkbox"/> viewers, and <input type="checkbox"/> readers,                                     |
| <input type="checkbox"/> in culturally appropriate ways,  |
| using the most suitable <input type="checkbox"/> media and <input type="checkbox"/> technologies to <input type="checkbox"/> present and <input type="checkbox"/> publish.                          |
| <b>Text-Types</b>   |
| Students use  |
| STAGE 1 <input type="checkbox"/> learned words, (signs), and phrases,   |
| STAGE 2 <input type="checkbox"/> sentences and strings of sentences,  |
| STAGE 3 <input type="checkbox"/> paragraphs and strings of paragraphs, or   |
| STAGE 4 <input type="checkbox"/> coherent, cohesive multi-paragraph texts.  |

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| <b>CULTURE</b>  |
| <b>Cultural Products, Practices and Perspectives</b>  |
| Students  |
| <input type="checkbox"/> demonstrate understanding, and   |
| <input type="checkbox"/> use the target language to investigate the relationships between <input type="checkbox"/> the products a culture produces,   |
| <input type="checkbox"/> the practices a culture manifests, and <input type="checkbox"/> the perspectives that underlie them.   |
| <b>Culturally Appropriate Behavior</b>  |
| Students  |
| <input type="checkbox"/> interact with cultural competence and understanding.   |
| <b>Cultural Comparisons</b>   |
| Students  |
| <input type="checkbox"/> demonstrate understanding, and   |
| <input type="checkbox"/> use the target language to investigate <input type="checkbox"/> the similarities and <input type="checkbox"/> differences <input type="checkbox"/> within the target cultures, and |
| <input type="checkbox"/> among the students' own cultures.  |
| <b>Cultures in Contact</b>  |
| Students  |
| <input type="checkbox"/> demonstrate understanding, and   |
| <input type="checkbox"/> use the target language to <input type="checkbox"/> investigate the effects of cultures in contact.  |

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| <b>STRUCTURES</b>   |
| <b>Language Structures</b>  |
| Students  |
| <input type="checkbox"/> use structures to communicate,   |
| STAGE 1 <input type="checkbox"/> sounds, parameters, and <input type="checkbox"/> writing systems,  |
| STAGE 2 <input type="checkbox"/> word and <input type="checkbox"/> sentence formation,  |
| STAGES 3-4 <input type="checkbox"/> text structure.   |
| <b>Language Comparisons</b>   |
| Students  |
| demonstrate understanding of <input type="checkbox"/> similarities and <input type="checkbox"/> differences in the structures of the languages they know. |

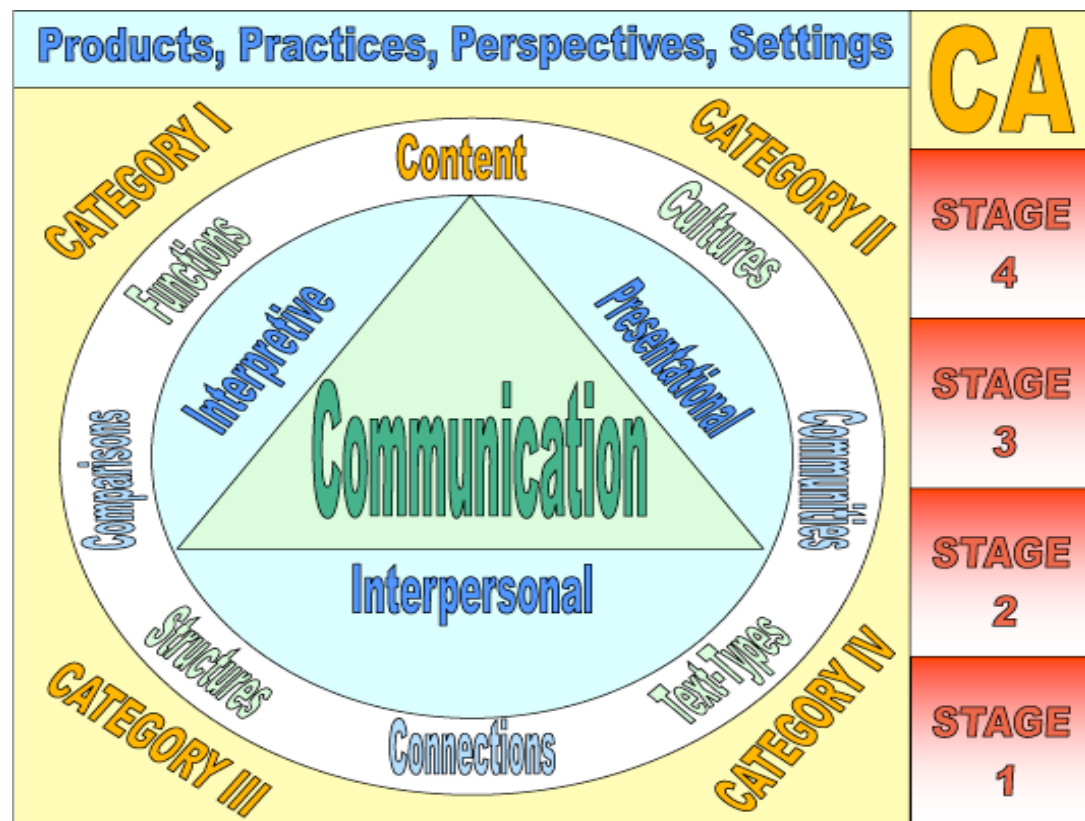
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| <b>SETTINGS</b>  |
| <b>Language Beyond the Classroom</b>   |
| Students use language in   |
| STAGE 1 <input type="checkbox"/> highly predictable common daily settings,   |
| STAGE 2 <input type="checkbox"/> interpersonal settings,   |
| STAGE 3 <input type="checkbox"/> informal, or  |
| STAGE 4 <input type="checkbox"/> formal settings,  |
| <input type="checkbox"/> in multilingual communities at home, and  |
| <input type="checkbox"/> abroad.   |
| <b>Lifelong Learning</b>   |
| Students   |
| STAGE 1 <input type="checkbox"/> recognize,  |
| STAGE 2 <input type="checkbox"/> participate in,   |
| STAGE 3 <input type="checkbox"/> initiate, or  |
| STAGE 4 <input type="checkbox"/> sustain language use opportunities outside the classroom, and                                       |
| <input type="checkbox"/> set goals, <input type="checkbox"/> reflecting on progress, and   |
| <input type="checkbox"/> using language for enjoyment, <input type="checkbox"/> enrichment and <input type="checkbox"/> advancement. |

# SYNTHESIS OF STANDARDS DOCUMENTS

- *California's World Language Content Standards*
- *ACTFL's World Readiness Standards*
- *Common Core State Standards*

CALIFORNIA  
SUBJECT  
MATTER  
PROJECT

**Content**  
**Communication**  
**Cultures**  
**Structures**  
**Settings**



# CONTENT

## Knowledge

### Students

- access,  build,  reinforce,  expand, and
- evaluate their knowledge of other disciplines,
- recognize distinctive viewpoints,
- in activity that requires  critical thinking,  inquiry,
- problem solving,  creativity,  innovation,
- flexibility, and  adaptability, in order to function in
- real-world,  academic, and
- career-related settings.

# CONTENT

## Topics

### Students address

STAGE 1  discrete elements of daily life,

STAGE 2  topics related to self and the immediate environment,

STAGE 3  concrete and  factual topics related to the  immediate and  external environment,

or STAGE 4  complex concrete,  complex factual, and  abstract topics related to the  immediate and  external environment.

# COMMUNICATION

## Interpretive Communication

### Students

- view,  listen to, and  read
- authentic texts,
- using knowledge of  cultural products,
- cultural practices, and  cultural perspectives, and
- using technology to conduct research.

# COMMUNICATION

## Interpersonal Communication

### Students

- listen,  read,  view,  speak,  (sign), and
- write,
- interacting in real-world settings, and
- using technology to collaborate.



# COMMUNICATION

## Presentational Communication

### Students

- speak, □ (sign), □ write, and
- adapt materials rich in language, culture, and content, for a variety of
- purposes, □ listeners, □ viewers, and
- readers,
- in culturally appropriate ways,
- using the most suitable □ media and □ technologies to
- present and □ publish.

# COMMUNICATION

## Text-Types

### Students use

- STAGE 1 **learned words, (signs), and phrases,**
- STAGE 2 **sentences and strings of sentences,**
- STAGE 3 **paragraphs and strings of paragraphs, or**
- STAGE 4 **coherent, cohesive multi-paragraph texts.**

# CULTURE

## Cultural Products, Practices and Perspectives

### Students

- demonstrate understanding, and
- use the target language to investigate the relationships between  the products a culture produces,  the practices a culture manifests, and  the perspectives that underlie them.

## Culturally Appropriate Behavior

### Students

- interact with cultural competence and understanding.

# CULTURE

## Cultural Comparisons

### Students

- demonstrate understanding, and
- use the target language to investigate  the similarities and  differences  within the target cultures, and  among the students' own cultures.

## Cultures in Contact

### Students

- demonstrate understanding, and
- use the target language to
- investigate the effects of cultures in contact.

# STRUCTURES

## Language Structures

### Students

□ use structures to communicate,

STAGE 1 □ sounds, parameters, and □ writing systems,

STAGE 2 □ word and □ sentence formation,

STAGES 3-4 □ text structure.

## Language Comparisons

### Students

demonstrate understanding of □ similarities  
and □ differences in the structures of the  
languages they know.

# SETTINGS

## Language Beyond the Classroom

**Students use language in**

**STAGE 1  highly predictable common daily settings,**

**STAGE 2  interpersonal settings,**

**STAGE 3  informal, or**

**STAGE 4  formal settings,**

**in multilingual communities at home, and**

**abroad.**

# SETTINGS

## Lifelong Learning

### Students

STAGE 1  recognize,

STAGE 2  participate in,

STAGE 3  initiate, or

STAGE 4  sustain language use opportunities outside the classroom, and  set goals,  reflecting on progress, and  using the target language for enjoyment,  enrichment and  advancement.

# CONTENT

**Knowledge** Students access, build, reinforce, expand and evaluate their knowledge of other disciplines, recognize distinctive viewpoints, in activity that requires critical thinking, inquiry, problem solving, creativity, innovation, flexibility and adaptability, in order to function in real-world, academic, and career-related settings.



# CONTENT

**Topics Students address** STAGE 1 **discrete elements of daily life,** STAGE 2 **topics related to self and the immediate environment,** STAGE 3 **concrete and factual topics related to the immediate and external environment or** STAGE 4 **complex concrete, complex factual, and abstract topics related to the immediate and external environment.**

# COMMUNICATION

**Interpersonal Communication** Students listen, read, view, speak (sign) and write, interacting in real-world settings and using technology to collaborate.

**Text-Types** Students use **STAGE 1** learned words (signs), phrases, **STAGE 2** sentences and strings of sentences, **STAGE 3** paragraphs and strings of paragraphs or **STAGE 4** coherent, cohesive multi-paragraph texts.

# COMMUNICATION

**Interpretive Communication** Students view, listen to and read authentic texts using knowledge of cultural products, practices and perspectives and using technology to conduct research.

**Presentational Communication** Students speak (sign), write and adapt materials rich in language, culture and content for a variety of purposes, listeners, viewers and readers, in culturally appropriate ways, using the most suitable media and technologies to present and publish.

# CULTURE

## Cultural Products, Practices and Perspectives

Students demonstrate understanding and use the target language to investigate the relationships between the products a culture produces, the practices a culture manifests, and the perspectives that underlie them.

Culturally Appropriate Behavior Students interact with cultural competence and understanding.

# CULTURE

**Cultural Comparisons** Students demonstrate understanding and use the target language to investigate the similarities and differences within the target cultures and among the students' own cultures.

**Cultures in Contact** Students demonstrate understanding and use the target language to investigate the effects of cultures in contact.

# STRUCTURES

**Language Structures** Students use structures to communicate (STAGE 1 sounds, parameters, and writing systems, STAGE 2 word and sentence formation, STAGE 3-4 text structure).

**Language Comparisons** Students demonstrate understanding of similarities and differences in the structures of the languages they know.

# SETTINGS

**Language Beyond the Classroom** Students use language in **STAGE 1** highly predictable common daily settings, **STAGE 2** interpersonal settings, **STAGE 3** informal or **STAGE 4** formal settings in multilingual communities at home and abroad.

**Lifelong Learning** Students **STAGE 1** recognize, **STAGE 2** participate in, **STAGE 3** initiate or **STAGE 4** sustain language use opportunities outside the classroom and set goals, reflecting on progress and using language for enjoyment, enrichment and advancement.