

OUTCOMES 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.

CONTENT GOALS
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 academic and career-related settings.
Topics Students address discrete elements of daily life ^(STAGE 1) , topics related to self and the immediate environment ^(STAGE 2) , concrete and factual topics related to the immediate and external environment ^(STAGE 3) , or complex concrete, factual and abstract topics related to the immediate and external environment ^(STAGE 4) .
COMMUNICATION GOALS
Interpretive Communication Students view, listen to and read authentic texts using knowledge of cultural products, practices and perspectives and using technology to conduct research.
Interpersonal Communication Students listen, read, view, speak (sign) and write, interacting in real-world settings and using technology to collaborate.
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.
Text-Types Students use learned words (signs), phrases ^(STAGE 1) , sentences and strings of sentences ^(STAGE 2) , paragraphs and strings of paragraphs ^(STAGE 3) , or coherent, cohesive multi-paragraph texts ^(STAGE 4) .

STUDENT GOALS FOR LANGUAGE AND CULTURE LEARNING

CULTURE GOALS
Culturally Appropriate Behavior Students interact with cultural competence and understanding.
Cultural Products, Practices and Perspectives Students demonstrate understanding and use the language to investigate the relationships between the products a culture produces, the practices a culture manifests, and the perspectives that underlie them.
Cultural Comparisons Students demonstrate understanding and use the 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 language to investigate the effects of cultures in contact.
STRUCTURES GOALS
Language Structures Students use structures to communicate: sounds, parameters, and writing systems ^(STAGE 1) , word and sentence formation ^(STAGE 2) , text structure ^(STAGES 3/4) .
Language Comparisons Students demonstrate understanding of similarities and differences in the structures of the languages they know.
SETTINGS GOALS
Language Beyond the Classroom Students use language in highly predictable common daily settings ^(STAGE 1) , interpersonal settings ^(STAGE 2) , informal ^(STAGE 3) , or formal settings ^(STAGE 4) , in multilingual communities at home and abroad.
Lifelong Learning Students recognize ^(STAGE 1) , participate in ^(STAGE 2) , initiate ^(STAGE 3) , or sustain ^(STAGE 4) , language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment and advancement.

Identify your current practice with and set standards-based goals with .

COMMUNICATION
Interpretive Communication
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.
Interpersonal Communication
Students
<input type="checkbox"/> listen and <input type="checkbox"/> speak, <input type="checkbox"/> read and <input type="checkbox"/> write, <input type="checkbox"/> view, <input type="checkbox"/> sign and finger spell, while
<input type="checkbox"/> interacting in real-world settings, and
<input type="checkbox"/> using technology to collaborate.
Presentational Communication
Students
<input type="checkbox"/> speak, <input type="checkbox"/> sign and finger spell (ASL), <input type="checkbox"/> write, and
<input type="checkbox"/> adapt materials rich in language, culture, and content,
for a variety of <input type="checkbox"/> purposes and <input type="checkbox"/> audiences (<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.
Text-Types
Students use
NOVICE <input type="checkbox"/> learned words, signs and finger spelling (ASL), and phrases,
INTERMEDIATE <input type="checkbox"/> sentences and strings of sentences,
ADVANCED <input type="checkbox"/> paragraphs and strings of paragraphs, or
SUPERIOR <input type="checkbox"/> coherent, cohesive multi-paragraph texts.

SETTINGS
Language Beyond the Classroom
Students use language in
NOVICE <input type="checkbox"/> highly predictable common daily settings,
INTERMEDIATE <input type="checkbox"/> interpersonal and transactional settings,
ADVANCED <input type="checkbox"/> most informal and formal settings,
SUPERIOR <input type="checkbox"/> informal, formal, professional settings, unfamiliar and problem situations,
<input type="checkbox"/> in multilingual communities at home, and
<input type="checkbox"/> abroad.
Lifelong Learning
Students
NOVICE <input type="checkbox"/> recognize,
INTERMEDIATE <input type="checkbox"/> participate in,
ADVANCED <input type="checkbox"/> initiate, or
SUPERIOR <input type="checkbox"/> sustain language use opportunities
<input type="checkbox"/> 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.

Identify your current practice with and set standards-based goals with .

STRUCTURES
Language Structures
Students
<input type="checkbox"/> use structures to communicate,
NOVICE <input type="checkbox"/> sounds, parameters (ASL), and <input type="checkbox"/> writing systems,
INTERMEDIATE <input type="checkbox"/> basic word and <input type="checkbox"/> sentence formation,
ADVANCED <input type="checkbox"/> structures for major time frames <input type="checkbox"/> text structures for paragraph-level discourse,
SUPERIOR <input type="checkbox"/> all structures <input type="checkbox"/> text structures for extended discourse.
Language Comparisons
Students
demonstrate understanding of <input type="checkbox"/> similarities and <input type="checkbox"/> differences in the structures of the languages they know.

CULTURE
Culturally Appropriate Behavior
Students
<input type="checkbox"/> interact with cultural competence and understanding.
Cultural Products, Practices and Perspectives
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.
Cultural Comparisons
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.
Cultures in Contact
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.

CONTENT
Knowledge
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, and <input type="checkbox"/> disciplinary perspectives on content,
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 situations, and
<input type="checkbox"/> academic, and
<input type="checkbox"/> career-related settings.
Topics
Students address
NOVICE <input type="checkbox"/> discrete elements of daily life,
INTERMEDIATE <input type="checkbox"/> topics related to self and the immediate environment,
ADVANCED <input type="checkbox"/> concrete and <input type="checkbox"/> factual topics related to the <input type="checkbox"/> immediate and <input type="checkbox"/> external environment, or
SUPERIOR <input type="checkbox"/> complex <input type="checkbox"/> concrete and <input type="checkbox"/> factual topics <input type="checkbox"/> abstract and <input type="checkbox"/> hypothetical topics, <input type="checkbox"/> unfamiliar topics,
<input type="checkbox"/> broad general and <input type="checkbox"/> specialized topics of <input type="checkbox"/> academic and <input type="checkbox"/> professional <input type="checkbox"/> interest or <input type="checkbox"/> expertise.