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.

<table>
<thead>
<tr>
<th>CONTENT</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>☐ access, ☐ build, ☐ reinforce, ☐ expand, and ☐ evaluate their knowledge of other disciplines,</td>
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<tr>
<td>☐ recognize distinctive viewpoints,</td>
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<tr>
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<td>☐ flexibility, and ☐ adaptability,</td>
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<tr>
<td>☐ career-related settings.</td>
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| **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.

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
☐ adapting 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
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.

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.

**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.
SYNTHESIS OF STANDARDS DOCUMENTS

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

Content
Communication
Cultures
Structures
Settings

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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.
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.

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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.

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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.

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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.

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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.**
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.
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.

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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 highly predictable common daily settings, interpersonal settings, informal or formal settings in multilingual communities at home and abroad.

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