

2005 CONNECTICUT WORLD LANGUAGE CURRICULUM FRAMEWORK

Six domains and nine content standards with overarching questions frame world language content:

COMMUNICATION

How do I use another language to communicate with others? (**Interpersonal Mode**)

How do I understand what others are trying to communicate in another language? (**Interpretive Mode**)

How do I present information, concepts, and ideas in another language in a way that is understood? (**Presentational Mode**)

CULTURES

How do I use my understanding of culture to communicate and function appropriately in another culture?

CONNECTIONS

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (**Interdisciplinary Mode**)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (**Intradisciplinary Mode**)

COMPARISONS

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

COMMUNITIES

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

CONTENT STANDARDS: 9-12 (ADVANCED LEVEL)

STANDARD 1: COMMUNICATION (INTERPERSONAL MODE)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will...

- exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.
- exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.
- participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences
- work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures
- exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures
- share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels
- discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints
- employ rephrasing and circumlocution, i.e. using other words and gestures to explain words or concepts, to successfully communicate their messages

STANDARD 2: COMMUNICATION (INTERPRETIVE MODE)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will...

- understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture
- understand the main idea or plot and relevant details or subplots of radio or television programs, designed primarily by native speakers of the target language
- comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes
- recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s)
- comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture

STANDARD 3: COMMUNICATION (PRESENTATIONAL MODE)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will...

- prepare oral presentations and/or written summaries on topics of current or historical interest in the target language
- perform scenes from plays and/or recite poems or excerpts from short stories in the target language
- prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction

- describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites
- write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest
- use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports

CONTENT STANDARD 4: CULTURES

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will...

- identify and analyze products and practices of the target culture (i.e. social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture
- identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community
- interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues
- identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture
- identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture

CONTENT STANDARD 5: CONNECTIONS (INTERDISCIPLINARY MODE)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will...

- use information acquired from other school subjects to complete activities in the world language classroom
- acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects
- analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes
- use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections

CONTENT STANDARD 6: CONNECTIONS (INTRADISCIPLINARY MODE)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will...

- use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations
- access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s)

CONTENT STANDARD 7: COMPARISONS (AMONG LANGUAGES)

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will...

- analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistics elements in English
- evaluate the style of a communicative interaction in the target language
- cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication
- read and comprehend longer, more complex texts in abridged and unabridged formats
- use a writing process in producing work that includes self-assessment and discussion with other students
- produce a range or written work that is coherent, accurate and representative of a variety of literary styles

CONTENT STANDARD 8: COMPARISONS (AMONG CULTURES)

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will...

- discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes
- compare and contrast the treatment of current issues across cultures by drawing on authentic texts
- analyze how other cultures view the role of the United States in the world arena
- use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s)
- use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures
- use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures
- evaluate the effectiveness of a communicative interaction based on cultural elements

CONTENT STANDARD 9: COMMUNITIES

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will...

- communicate with members of the target culture and interpret information regarding topics of personal, community or world interest
- establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs
- use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay
- use various media from the target language and culture for personal enjoyment
- read literature, listen to music and view films and websites in the target language for entertainment