

STANDARDS IN SCOPE & SEQUENCE



Standard 1.1 Communication – Interpersonal/Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmarks 1.1 Communication – Interpersonal / Conversational.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Uses verbal and nonverbal responses, memorized words, phrases, and patterns.	Asks and responds using high-frequency questions and memorized phrases.	Asks and responds with some complete sentences to questions on familiar topics.	Initiates and maintains simple interactions in everyday social situations; responds with sufficient detail to gain information and express opinions.	Converses on familiar topics using the present tense with some evidence of other timeframes.	Converses about home, school, and community topics using connected units of thought in present, past, and future time.	Converses on global and literary topics using cohesive and connected units of thought in present, past, and future time.
Indicators 1.1 Communication – Interpersonal / Conversational.						
Listening and speaking (ASL face-to-face)						
1. Repeats basic courtesies, greetings, and salutations appropriate to time of day.	Expresses basic courtesies, greetings and salutations appropriate to register.	Expresses basic courtesies, greetings in multiple forms and register, multiple forms of leave taking.	Incorporates social courtesies in conversation.	Incorporates social courtesies and gestures into conversation.	Attempts to use appropriate forms of address and behavior to suit social setting.	Uses appropriate forms of address and behavior in various informal and formal social settings.
2. States simple questions / answers on personal topics.	Answers questions with simple responses; asks simple questions.	Answers various forms of questions; uses variety of question words and phrases.	Exchanges descriptive information, including comparisons.	Initiates and concludes brief conversations on familiar topics.	Initiates, sustains, and concludes conversations on a wide variety of topics.	Uses various strategies, including circumlocution and fillers.
3. Repeats statements about basic needs.	Uses common expressions about basic needs.	Initiates statements about basic needs.	Explains and elaborates on basic needs.	Manages predictable situations.	Manages simple unforeseen situations.	Manages unforeseen and complicated situations.

Kansas World Language Curriculum Standards Scope and Sequence Chart
 Standard 1.1 Communication – Interpersonal / Conversational

4. Repeats expression of likes and dislikes.	Responds to questions concerning likes and dislikes.	Expresses likes and dislikes.	Explains likes and dislikes.	Elaborates on likes and dislikes.	Explores others likes and dislikes.	Expresses personal feelings in order to persuade others.
5. Answers with affirmative or negative word to indicate agreement or disagreement.	Responds with short phrases of agreement/disagreement.	Expresses simple opinions.	Elaborates on opinions and makes suggestions.	Exchanges opinions and makes recommendations to others.	Expresses individual feelings and ideas in order to negotiate solutions to problems.	
	6. Makes and responds to simple requests.	Makes and responds to more advanced requests.	Gives and follows directions in a familiar context.	Gives and follows directions, including clarification of unclear details.	Gives and follows directions in unfamiliar situations.	Gives and follows directions for survival in unforeseen situations.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

Benchmark 1.2 Communication – Interpretive. (listening, viewing/attending, and reading)						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Understands basic practiced spoken/signed words and sentences with contextual and visual support.	Understands practiced spoken/signed and written words and sentences.	Understands simple spoken/signed passages with variations in basic words and sentence patterns on familiar topics.	Understands and interprets simple, authentic, written, and spoken/signed sources on familiar topics with support.	Understands and interprets authentic, written, and spoken/signed sources on community topics with some support.	Understands and interprets authentic writing, and spoken/signed sources on universal topics with little support.	Understands and interprets authentic, written, and spoken/signed sources on universal, literary, and global topics.
Indicators 1.2 Communication – Interpretive.						
1. Follows basic rehearsed commands.	Follows practiced classroom commands.	Follows variations in commands.	Follows multiple written, spoken, or signed commands, and instructions with support.	Follows multiple written, spoken, or signed commands, and instructions with some support.	Follows authentic written, spoken/signed commands, and instructions with little support.	Follows complex commands and instructions intended for native speakers.
2. Understands familiar simple words, phrases with frequent repetition, visual, and context support.	Understands simple phrases and sentences with some recombination, repetition, and visual support.	Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support.	Understands the main idea and some details in a paragraph within familiar contexts.	Understands simple narrative and expository text such as letters and documents with some unfamiliar vocabulary.	Understands main idea and most supporting details in authentic, expository, and narrative text with limited contextual support.	Understands authentic expository, narrative, and persuasive texts and interprets mood and implied meanings (e.g., sarcasm, humor, and irony).

Kansas World Language Curriculum Standards Scope and Sequence Chart
 Standard 1.2 Communication – Interpretive

3. Understands words from cognates and context.	Deduces meaning from intonation and recombinations of familiar words.	Deduces word level meaning from knowledge of some root words.	Deduces meaning from root words, pre-fixes, suffixes, and common endings.	Deduces sentence level meaning from word order, intonation.	Deduces sentence level meaning from parts of speech, etymology, and words borrowed from other languages.	Deciphers meaning of unfamiliar paragraphs using broad variety of etymology and sentence syntax clues.
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Standard 1.3 Communication – Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

K-12 Benchmarks 1.3 Communication – Presentational.

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Reproduces memorized words and phrases.	Reproduces mostly memorized words and phrases.	Presents mostly memorized words, phrases, and simple sentences with some attempt to create.	Presents familiar subjects using present tense with support. Expresses own meaning in a basic way.	Presents topics of personal interest using present and past tenses with some support.	Conveys with limited support familiar and universal topics in the present, past, and future times.	Conveys literary, global, and universal themes in all timeframes in cohesive paragraphs.

Indicators 1.3 Communication – Presentational.

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Spoken						
1. Imitates vowel and consonant sounds.	Sounds out familiar words with inflections/ tones.	Sounds out simple 1-2 syllable unfamiliar words	Sounds out unfamiliar words.	Reads sentences aloud attempting native intonation and rhythm.	Reads text or recites poetry aloud attempting native intonation and rhythm.	Reads text or recites poetry aloud with near-native intonation and rhythm.
Spoken or signed						
2. Describes using one or two words.	Gives personal information using memorized vocabulary.	Presents personal and school topics using three to five sentences combining familiar vocabulary.	Reports and describes using occasionally compound sentences.	Reports and describes using compound and occasionally complex sentences.	Reports and describes using connected, compound, and complex sentences in paragraphs.	Reports and describes using compound and complex sentences in longer forms of discourse.
3. Recites rote sequences and single word responses to visual cues.	Tells a memorized story with visual cues.	Tells a memorized story.	Narrates present events.	Narrates present and some past events.	Narrates present, past, and future events.	Accurately narrates and describes in present, past, and future.

Kansas World Language Curriculum Standards Scope and Sequence Chart
 Standard 1.3 Communication – Presentational

Written (signed, where applicable)						
4. Writes alphabet or characters particular to language, numbers, and sight words.	Spells familiar words accurately.	Spells new and unfamiliar words accurately.	Writes using capitalization, diacritical marks, and punctuation consistently.	Spells accurately an expanded vocabulary.	Spells words correctly, which are exceptions to target language rules.	Spells accurately and uses all conventions consistently.
5. Copies words and phrases.	Fills out a simple form.	Creates a simple note or postcard.	Writes an informal letter.	Writes a formal letter.	Writes to convey a mood or to imply meaning.	Writes about an abstract idea using all tenses.
6. Writes about self.	Writes about familiar topics.	Writes about personal interests using familiar phrases.	Writes about personal experiences and events using familiar language to substitute for unknown vocabulary.		Writes about current events and popular topics.	Explains and defends a position about literary, global, and universal themes.
	7. Organizes steps in a process.	Writes sentences explaining steps.	Explains a process based on prior knowledge or experience	Explains a process incorporating present tense and evidence of other tenses.	Explains a process using appropriate tenses.	Explains a complex process incorporating detailed instructions.
	8. Writes a 3-4 line story with visual cues.	Write a sequence of 5-6 events.	Writes an 8-10 line story.	Writes narrative text using present and some past events.	Writes narrative text using present, past, and future tenses using various cohesive devices.	Writes narrative text with various cohesive devices, tenses, and sentence structures.
	9. Summarizes the main idea of a paragraph in a few simple sentences.	Summarizes several ideas in a short paragraph.	Summarizes in a sequence of paragraphs.	Writes cohesive paragraphs using connective phrases.	Writes several paragraphs with various cohesive devices and sentence structures.	Writes in essay form with paragraphs serving various purposes, and adjusting voice, and register to audience.



Standard 2.1 Cultures – Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

K-12 Benchmarks 2.1 Cultures – Practices and perspectives.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recognizes and imitates some generally, accepted social behaviors.	Imitates generally, accepted social behaviors of home and school life.	Uses generally, accepted social behaviors of home and school life.	Understands practices and perspectives of informal and formal settings.	Understands relationships between practices and perspectives in social groups or communities.	Understands relationships between practices and perspectives in institutions, and in historical context.	Understands relationships between practices and perspectives in institutions, historical/political context.
Indicators 2.1 Cultures – Practices and perspectives.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
1. Imitates greetings and gestures	Initiates greetings and uses appropriate gestures with support.	Uses age-appropriate register, gestures, and social courtesies with peers and teacher.	Uses age-appropriate register, gestures, and social courtesies in informal and limited, formal social situations.	Attempts to use appropriate register, gestures, and a broader range of social courtesies.	Consistently uses appropriate register, gestures, and a broad range of social courtesies.	Adapts gestures and social behaviors to regional practices.
2. Identifies some common home and school practices.	Imitates some common home and school practices.	Imitates common home and school practices.	Experience cultural and social activities common to student's peers	Explore cultural and social activities in a variety of contexts.	Analyze the role of perspective in various cultural and social practices.	Analyze various cultural and social practices and perspectives as they relate to the world.
3. Identifies a few major, traditional events.	Identifies some major, traditional events.	Identifies major, traditional events and practices associated with them.	Describes major, traditional events and practices associated with them.	Explains significance of traditional events and practices associated with them.	Explain how history has shaped current traditional events and associated practices.	Explains regional variations of traditional events and practices.



Standard 2.2 Cultures – Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

K-12 Benchmarks 2.2 Cultures – Products and perspectives.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recognizes tangible products.	Identifies and describes the most common objects, symbols, and contributions.	Identifies and describes in detail the most common objects, symbols, and contributions.	Understands the relationship between products and perspectives in limited areas of home and school life.	Understands the relationship between products and perspectives in community life.	Describes the role and significance of a broad range of products.	Describes role and significance of a broad range of products and their influence on the world.
Indicators 2.2 Cultures – Products and perspectives.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
1. Identifies 10-12 common products found in home or school.	Identifies and describes 20+ tangible products, i.e., flags, symbols, classroom objects, landmarks, clothes, transportation, and technology.		Explains factors, which create/shape cultural products, i.e., climate, geography, education, economics, disabilities, history, religion; and investigate the function of these products.		Identifies, discusses, and analyzes such intangible products as social, economic, and political institutions, and describe relationships among these institutions and perspectives of the culture.	
2. Imitates expressive products, i.e., songs, artwork, stories known by peers in the target culture.	Identifies expressive products such as stories, poetry, music, visual arts, dance, and drama.		Performs samples of expressive products of the culture such as poetry, music, visual arts, dance, storytelling and drama; explore the role of these products in the larger community.		Analyzes expressive products (literature, music, visual arts, dance, media, and film) of the culture and the unique perspective conveyed.	



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmarks 3.1.1 The student reinforces and furthers reading skills through world language study.

Indicators 3.1.1 Connections to reading based on Kansas Reading and Literature Standards

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
1. Determines meaning of unknown words or phrases using picture and context clues. (▲Reading 1.3.1)	Recognizes cognates, and root words, prefixes, and suffixes similar to English to determine meaning. (▲Reading 1.3.3)	Identifies root words, prefixes, and suffixes from target language, English, and classical languages to determine meaning.	Uses context clues; uses knowledge of classical and modern languages to determine meaning of everyday vocabulary.	Uses context clues; uses knowledge of classical and modern languages and structural analysis to determine meaning on a variety of topics.	Uses knowledge of classical and modern languages and structural analysis to determine meaning on global topics.	Uses knowledge of classical and modern languages and structural analysis to determine meaning of universal, specialized, and technical topics.
2. Understands some idioms. (▲Reading 1.3.4)	Recognizes the difference between literal expressions and some idioms.	Recognizes the difference between literal and figurative language including similes and idioms.	Understands figurative language including similes, metaphors, and idioms.	Understands figurative language including similes, metaphor, idioms, onomatopoeia, and hyperbole.	Understands figurative language i.e., similes, metaphors, idioms, onomatopoeia, hyperbole, and personification.	Determines the meaning of figurative language, imagery, and symbolism.
3. Uses text features (e.g., title subtitles, captions) to gain meaning from text. (▲Reading 1.4.2) Identifies the topic and main idea(s) in appropriate-level texts. (▲Reading 1.4.10)	Uses text features (e.g., graphs/charts and maps, glossary, index, headings, subheadings, captions.) Identifies topic and supporting details in appropriate-level texts.	Distinguishes fact/opinion in various types of appropriate-level texts. (▲Reading 1.4.15)	Distinguishes fact/opinion and recognizes propaganda (e.g., advertising, media); distinguishes between expository and narrative text types in appropriate-level texts.	Distinguishes fact/opinion, and recognizes propaganda, bias, and stereotypes in appropriate-level texts.	Distinguishes fact/opinion; recognizes propaganda, bias, and stereotypes in appropriate-level texts.	Distinguishes fact/opinion, and recognizes propaganda, bias, and stereotypes in various types of texts.

Kansas World Language Curriculum Standards Scope and Sequence Chart
Standard 3.1 Connections

4. Identifies and describes characters' basic physical traits and the setting (e.g. time of day or season) of a story. (▲Reading 2.1.1 and 2.1.2)	Identifies and describes characters' and personality traits and the setting (time of day, season, place) of a story. (▲Reading 2.1.1 and 2.1.2)	Identifies and describes characters' basic traits, feelings, actions and the setting of a story. (▲Reading 2.1.1 and 2.1.2)	Describes aspects of major and minor characters; how these influence interaction; elements of plot; elements of setting (including historical period) and their influence on story development	Describes aspects of major and minor characters; how those influence character interactions, elements of the plot; analyzes connections between setting and other story elements.	Describes different aspects of characters and analyzes how major characters are developed through words and actions, and how they change over time.	Analyzes character development and historical, social, and cultural aspects of setting and plot.
K-12 Benchmarks 3.1.2 The student reinforces and furthers writing through world language study.						
Indicators 3.1.2 Connections to writing based on the Kansas 6-TRAIT Writing Model						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing, in English and in the target language. See Standard 1.3.			Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing in the target language. See Standard 1.3.			
Benchmarks 3.1.3 The student reinforces and furthers math skills through world language.						
Indicators 3.1.3 Connections to math based on Kansas Curriculum Standards for Math						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recognizes whole numbers to 100 (Math 1.2), basic metric measurement, (Math ▲3.2.2) and basic shapes.	Uses whole numbers to 100, computes simple problems, recognizes patterns and place values, uses centigrade and metric measurements.	Uses numbers to 1000, computes using fractions and decimals, estimates centigrade/ Fahrenheit and metric measurements including weight and volume.	Uses ordinal numbers and appropriate symbols for time and date. Calculates currency, making correct change.	Solves simple algebraic expressions, i.e., temperature or currency conversions.	Uses numbers and math concepts in ways consistent with everyday practices of target countries.	Uses authentic language to convey basic math concepts.

K-12 Benchmarks 3.1.4 The student reinforces and furthers knowledge of social studies through world language study.						
Indicators 3.1.4 Connections to social studies based on Kansas Standards for History and Government; Economics and Geography						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Theme: Self and family	Institutions / services	Then and now	Communities	Government	Politics, Historical issues	Global issues
1. Identifies location of target language countries, uses cardinal directions, and identifies simple elements of weather.	Identifies target language countries, major cities, and elements of weather including seasonal variations.	Identifies topography in target language countries, asks and gives directions using a map, and discusses the weather.	Identifies the various physical and human criteria that can be used to define a region, e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economy, government. (▲Soc.St.7.3.2.4)			Recognizes geographical, economic, historical, and political factors of target country's perspective on global issues.
2. Recognizes some famous people and artifacts from the target culture.	Recognizes selected historical contributions of the target culture.	Describes selected historical figures or events of the target culture. Describes a person or event that contributed to U.S. culture.	Identifies how selected historical figures and events affect the target culture.	Identifies how history of civilizations affected the U.S. and target language cultures (emigration, immigration, wars.)	Recognizes basic structures, major issues, and leading figures of target country governments.	Discusses the influence of U.S. history and culture on target language countries.
K-12 Benchmarks 3.1.5 The student reinforces and furthers knowledge of science through world language study.						
Indicators 3.1.5 Connections to science based on Kansas Science Curriculum Standards						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Observes, describes, and records daily and seasonal weather changes. (▲Science 4.4.3.2)	Collects and classifies data in the target language.	Plans and conducts a simple investigation. (▲Science 4.1.1.2)	Identifies effects of human activities on the environment. (adapted from Science 7.6.2.1)	Investigates effects of human activities on the environment and looks for solutions to problems. (adapted from Science 7.6.2.1)	Investigates effects of human activities on the environment and analyzes decisions based on knowledge of benefits and risks. (▲Science 7.6.2.1)	Uses scientific approach to discuss controversial issues in the target language.

K-12 Benchmarks 3.1.6 The student reinforces and furthers knowledge and appreciation of music through world language study.

Indicators 3.1.6 Connections to music based on the Kansas Model Curricular Standards for Music

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Listens to authentic music. (Music K-4)	Listens to authentic music and sings simple songs. (Music K-4)	Listens to authentic music and sings authentic songs. (Music 5-8)	Listens to authentic music, sings authentic songs, and recognizes musical styles of target culture.	Listens to authentic music, sings authentic songs, and recognizes musical styles, performers, composers, and instruments particular to the target culture.	Explores musical traditions, musical styles, performers, composers, and instruments particular to the target culture.	Explores and discusses musical traditions, musical styles, performers, composers, and instruments particular to the target culture.

K-12 Benchmarks 3.1.7 The student reinforces and furthers knowledge and appreciation of visual arts through world language study.

Indicators 3.1.7 Connections to visual arts based on the Kansas Model Curricular Standards for Music

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Creates art based on the target culture.	Recognizes some cultural symbols and creates art based on the target culture.	Recognizes cultural symbols and some artworks. Creates art based on the target culture.	Recognizes some artistic traditions and styles, artists, and media particular to the target culture.	Identifies some artistic traditions and styles, artists, and media particular to the target culture.	Explores artistic traditions and styles, artists, and media particular to the target culture.	Explores and discusses artistic traditions and styles, artists, and media particular to the target culture.

K-12 Benchmarks 3.1.8 The student reinforces and furthers knowledge and appreciation of health through world language study.

Indicator 3.1.8 Connections to health based on the Kansas Model Curricular Standards for Health

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recognizes some activities in the target culture that promote healthy living. (Health 3)	Recognizes healthy foods typical of the target culture. (Health1)	Recognizes healthy food groups and activities typical of the target culture.	Describes activities and foods that promote healthy living.	Makes recommendations for a healthy life style.	Investigates current health trends.	Investigates current environmental risks to a healthy life style.

K-12 Benchmarks 3.1.9 The student reinforces and furthers knowledge and appreciation of technology through world language study.						
Indicator 3.1.9 Connections to technology based on the Kansas Technology Education Program Standards						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Uses simple technology in a variety of integrated activities.	Explores technology through a variety of student-centered experiences.					Investigates and adapts to changing technology in a variety of applications.
 Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.						
K-12 Benchmarks 3.2 Connections - Authentic sources.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Extracts main ideas and key words from sources intended for native speakers.	Extracts main idea and supporting details from sources intended for native speakers.	Extracts information and deciphers meaning from sources intended for native speakers.	Extracts information and deciphers meaning, including inferences, from authentic sources.	Identifies the perspective evident in sources intended for native speakers.	Applies information from sources intended for native speakers.	Analyzes the perspective evident in sources intended for native speakers.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmarks 4.1 Comparisons - Languages

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recognizes major similarities and differences.	Makes generalities about similarities and differences.	Applies general patterns.	Anticipates similarities and differences.	Makes generalities about regional variations in similarities and differences.	Identifies regional variations involved in similarities of and differences between languages.	Incorporates understanding of similarities and differences to communicate effectively.

Indicators 4.1 Comparisons - Languages

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
1. Recognizes that different sound/sign and intonation patterns exist.	Recognizes some sound/sign and intonation patterns	Identifies most sound/sign and intonation patterns of familiar vocabulary.	Transfers knowledge of sound/sign and intonation patterns to unfamiliar vocabulary.	Understands that sound/sign and intonation patterns may vary according to region or country.	Identifies which language patterns vary according to region or country.	Understands that language usage changes over time.
2. Recognizes that the target language has structural patterns that differ from their own.	Recognizes some simple structural patterns, i.e., gender, word order, writing system.	Compares some simple structural patterns, i.e., agreement, reflexive pronouns, time indicators.	Compares most simple structural patterns, i.e., usage of parts of speech.	Understands increasingly complex structural patterns, i.e., those in literature and formal registers.	Understands stylistic variety based on structural evidence, i.e., formal/informal, public/private speech.	Uses knowledge of structural patterns to communicate effectively.
3. Matches common vocabulary with English translations.	Translates common phrases, some that are not word-for-word.	Translates simple sentences with compound components.	Translates compound and complex sentences.	Translates narrative and expository paragraphs.	Translates passages using figurative language.	Translates with increasing cultural perspective and nuance.

Kansas World Language Curriculum Standards Scope and Sequence Chart
 Standard 4.1 Comparisons - Culture

4. Uses word lists to find meaning.	Uses simple glossary to find meaning and identify nouns, verbs, and adjectives.	Uses textbook glossary to identify classifications.	Uses translating dictionary to find multiple meanings of words.	Uses translating dictionary to select meaning consistent with context, parts of speech, and appropriate idiomatic expression.	Uses full array of tools in a translating dictionary.	Uses target language dictionary to select appropriate definitions.
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Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmarks 4.2 Comparisons - Cultures						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Identifies a few differences in cultures.	Accepts similarities and differences.	Explores similarities and differences.	Appreciates similarities and differences.	Identifies similarities and differences from historical, literary, and political influences on cultures.	Identifies similarities and differences from social, artistic, and institutional perspectives in various cultures.	Expresses similarities and differences in perspectives by identifying related products and practices.
Indicators 4.2 Comparisons - Cultures						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Recognizes similarities and differences in greetings, personal space, and some gestures.	Recognizes some cultural similarities and differences in simple patterns of behavior, celebrations, and everyday life.	Recognizes some cultural similarities and differences in public and personal settings, such as pastimes, dating, and personal hygiene.	Identifies similarities and differences among cultures in institutions (school and religion) and the arts (music, dance, and visual arts.)	Identifies some historical, literary, political, and economic influences on cultures.	Compares and contrasts the social, artistic, and institutional perspectives in different cultures.	Understands how culture reflects the values and outlooks of its people, such as status of women and elderly, practice of religion.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmarks 5.1. Communities – Application

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Shares skills and/or knowledge with school community and/or family members.	Shares skills or knowledge with school community, family members, and speaker/signer of the language as classroom guests.	Shares skills or knowledge with school community, family, and native speaker/signer of the language.	Shares skills or knowledge with school community, family, and native speakers/signers of the language.	Shares skills or knowledge with school, community groups, and individuals in target language countries.	Shares skills or knowledge with school, community groups, and individuals in target language countries.	Shares skills or knowledge with school, community groups, and groups or individuals in target language countries.

Indicators 5.1 Communities - Application

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
1. Recites target language to family and friends.	Performs songs and rhymes for school and community groups.	Performs for school and community groups. Hosts native users of the language in the classroom.	Performs, hosts, and participates in cultural exchanges.	Uses language and understanding of culture in community events.		
2. Recognizes words and activities borrowed from target language and culture.	Collects cultural information through community and Internet sources.	Expands cultural knowledge through a variety of media or personal experiences.	Applies language and cultural knowledge in home or community setting, such as preparing or serving meal.	Finds and engages in multicultural opportunities such as international festivals and interactions with exchange students.		Responds to information acquired from a variety of current authentic sources, i.e., music videos, newscasts, magazines, and newspapers.



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmarks 5.2. Communities - Exploration.						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Makes connections to target language and culture.	Seeks opportunities for interaction with target language and culture.	Locates sources in target language and culture related to personal interests.	Explores hobbies and activities related to the target culture.	Finds and uses multimedia sources for acquisition of information and personal entertainment.	Establishes and/or maintains personal interactions with speakers/signers of target language.	Engages in extensive immersion-like interaction with target language and cultures.
Indicators 5.2 Communities - Exploration						
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
	1. Demonstrates awareness of individuals from target culture and their country of origin.	Demonstrates awareness of cultural events in the community.	Locates connections with the target culture through the use of technology, media, and authentic sources.	Uses connections with the target culture through technology, media, and authentic sources.	Maintains personal connections with the target culture through technology, media, and authentic sources.	
	2. Identifies types of employment in which target language skills are used.	Explores employment opportunities and study in which target language skills are used.				

