

# WORLD LANGUAGES



COVID-19 SPECIAL EDITION

**The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19.**

While all standards have value, COVID-19 may limit instructional hours. The essential standards are intended to help teachers identify which standards to focus on. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

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## Utah's World Languages Essential Standards

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19. While all standards have value, COVID-19 may limit instructional hours. The essential standards identify the main standard with the understanding that all substandards will be included and taught during instructional time. These essential standards are critical for future language development. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

In consideration of your work with students please prioritize the following suggestions and ideas:

- When students consume and produce language in a safe environment (low affective filter), they will grow in language proficiency. *That is what it all comes down to.*
- Teachers can find ways to maximize authentic input for the students to consume.
  - This can be teacher talk via Zoom.
  - It can be authentic online materials.
  - It can be materials that come with a text series.
  - Students can consume authentic input live or asynchronously.
- The teacher can take steps to make their input comprehensible to give students opportunities to demonstrate their understanding.
  - Teacher can find ways for students to maximize output in the target language.
  - It can happen in a Zoom discussion group
  - It can happen in a Canvas discussion group
    - a presentation,
    - a video
    - a podcast, etc.
  - Students need to have opportunities to create language.
- As you prepare for the school year, please think of ways to maximize the following:
  - Input in face-to-face settings
  - output in face-to-face settings
  - hybrid settings
  - and online settings
- Keep in mind that there is not going to be one right way to maximize input or output.
- Teachers can create various projects and assignments.
- There are various methods to record audio, make video, and type text.
- There are ways to create one-on-one and small group interactions.
- Teachers can collaborate about ideas on how to maximize input and output.
- Think of ways to motivate students to engage when students are not all together in one room.

The remainder of the document contains essential standards organized through the work of world language educators in Granite School District using the ACTFL proficiency scale nomenclature. These essential standards focus on main standards within the following proficiency levels for world language courses:

**Novice Mid Standards, Novice High Standards, Intermediate Low Standards, Intermediate Mid Standards, Intermediate High Standards, Advanced Low Standards, Advanced Mid Standards and Advanced High Standards.**

## Novice Mid Standards (N2-N3)

Spanish 1, French 1, German 1, Italian 1, ASL 1, Chinese 1-2 and Japanese 1-2  
**[NOT Spanish for Native Speakers 1]**

STANDARD	NM.INT.1	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.
STANDARD	NM.INT.2	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.
STANDARD	NM.INT.3	I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.
STANDARD	NM.IC.1	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
STANDARD	NM.IC.2	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.
STANDARD	NM.IC.3	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.
STANDARD	NM.PC.1	I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
STANDARD	NM.PC.2	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
STANDARD	NM.PC.3	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.
STANDARD	N.CPP.1	In my own and other cultures, I can identify some typical products related to familiar everyday life.
STANDARD	N.CPP.2	In my own and other cultures, I can identify some typical practices related to familiar everyday life.
STANDARD	N.CIA.1	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
STANDARD	N.CIA.2	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Note: The Novice Intercultural Communication Standards are the same for all Novice levels.

## Novice High Standards (N4)

Spanish 2, French 2, German 2, Italian 2, ASL 2, Chinese 3, Japanese 3

[NOT Spanish for Native Speakers 2]

STANDARD	NH.INT.1	I can identify the topic and some isolated facts from simple sentences in informational texts.
STANDARD	NH.INT.2	I can identify the topic and some isolated facts from simple sentences in fictional texts.
STANDARD	NH.INT.3	I can identify the topic and some isolated facts from simple sentences in conversations.
STANDARD	NH.IC.1	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
STANDARD	NH.IC.2	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
STANDARD	NH.IC.3	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
STANDARD	NH.PC.1	I can present personal information about my life and activities, using simple sentences most of the time.
STANDARD	NH.PC.2	I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.
STANDARD	NH.PC.3	I can present on familiar and everyday topics, using simple sentences most of the time.
STANDARD	N.CPP.1	In my own and other cultures, I can identify some typical products related to familiar everyday life.
STANDARD	N.CPP.2	In my own and other cultures, I can identify some typical practices related to familiar everyday life.
STANDARD	N.CIA.1	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
STANDARD	N.CIA.2	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Note: The Novice Intercultural Communication Standards are the same for all Novice levels.

# Intermediate Low Standards (I1)

Spanish 3, French 3, German 3, Italian 3, ASL 3, Chinese 4, SNS 1 (Writing)

<b>STANDARD</b>	<b>IL.INT.1</b>	I can identify the topic and related information from simple sentences in short informational texts.
<b>STANDARD</b>	<b>IL.INT.2</b>	I can identify the topic and related information from simple sentences in short fictional texts.
<b>STANDARD</b>	<b>IL.INT.3</b>	I can identify the main idea in short conversations.
<b>STANDARD</b>	<b>IL.IC.1</b>	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
<b>STANDARD</b>	<b>IL.IC.2</b>	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
<b>STANDARD</b>	<b>IL.IC.3</b>	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
<b>STANDARD</b>	<b>IL.PC.1</b>	I can present personal information about my life, activities and events, using simple sentences.
<b>STANDARD</b>	<b>IL.PC.2</b>	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
<b>STANDARD</b>	<b>IL.PC.3</b>	I can present on familiar and everyday topics, using simple sentences.
<b>STANDARD</b>	<b>I.CPP.1</b>	In my own and other cultures I can compare products related to everyday life and personal interests or studies.
<b>STANDARD</b>	<b>I.CPP.2</b>	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.
<b>STANDARD</b>	<b>I.CIA.1</b>	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
<b>STANDARD</b>	<b>I.CIA.2</b>	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Note: The Intermediate Intercultural Communication Standards are the same for all Intermediate levels.

## Intermediate Mid Standards (I2-I4)

Spanish 4-5, French 4-5, Chinese 5, SNS 1 (Speaking), SNS 2, Chinese Bridge 1<sup>st</sup> year  
(Writing)

<b>STANDARD</b>	<b>IM.INT.1</b>	I can understand the main idea and key information in short straightforward informational texts.
<b>STANDARD</b>	<b>IM.INT.2</b>	I can understand the main idea and key information in short straightforward fictional texts.
<b>STANDARD</b>	<b>IM.INT.3</b>	I can identify the main idea and key information in short straightforward conversations.
<b>STANDARD</b>	<b>IM.IC.1</b>	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
<b>STANDARD</b>	<b>IM.IC.2</b>	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions.
<b>STANDARD</b>	<b>IM.IC.3</b>	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.
<b>STANDARD</b>	<b>IM.PC.1</b>	I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
<b>STANDARD</b>	<b>IM.PC.2</b>	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
<b>STANDARD</b>	<b>IM.PC.3</b>	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.
<b>STANDARD</b>	<b>I.CPP.1</b>	In my own and other cultures I can compare products related to everyday life and personal interests or studies.
<b>STANDARD</b>	<b>I.CPP.2</b>	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.
<b>STANDARD</b>	<b>I.CIA.1</b>	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
<b>STANDARD</b>	<b>I.CIA.2</b>	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Note: The Intermediate Intercultural Communication Standards are the same for all Intermediate levels.

## Intermediate High Standards (I5)

AP, Spanish/French Bridge 1<sup>st</sup> year (Writing), Chinese Bridge 1<sup>st</sup> year (Speaking), Chinese Bridge 2<sup>nd</sup> year, Chinese Bridge 3<sup>rd</sup> year (Writing)

<b>STANDARD</b>	<b>IH.INT.1</b>	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
<b>STANDARD</b>	<b>IH.INT.2</b>	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
<b>STANDARD</b>	<b>IH.INT.3</b>	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
<b>STANDARD</b>	<b>IH.IC.1</b>	I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
<b>STANDARD</b>	<b>IH.IC.2</b>	I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
<b>STANDARD</b>	<b>IH.IC.3</b>	I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
<b>STANDARD</b>	<b>IH.PC.1</b>	I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
<b>STANDARD</b>	<b>IH.PC.2</b>	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
<b>STANDARD</b>	<b>IH.PC.3</b>	I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
<b>STANDARD</b>	<b>I.CPP.1</b>	In my own and other cultures I can compare products related to everyday life and personal interests or studies.
<b>STANDARD</b>	<b>I.CPP.2</b>	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.
<b>STANDARD</b>	<b>I.CIA.1</b>	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
<b>STANDARD</b>	<b>I.CIA.2</b>	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Note: The Intermediate Intercultural Communication Standards are the same for all Intermediate levels.

## Advanced Low Standards (A1)

AP, Spanish/French Bridge 1<sup>st</sup> year (Speaking), Spanish/French Bridge 2<sup>nd</sup> year,  
Spanish/French Bridge 3<sup>rd</sup> year (Writing), Chinese Bridge 3<sup>rd</sup> year (Speaking)

STANDARD	AL.INT.1	I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.
STANDARD	AL.INT.2	I can follow the main story and some supporting detail across major time frames in fictional texts.
STANDARD	AL.INT.3	I can understand the main message and some supporting details across major time frames in conversations and discussions.
STANDARD	AL.IC.1	I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
STANDARD	AL.IC.2	I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.
STANDARD	AL.IC.3	I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.
STANDARD	AL.PC.1	I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
STANDARD	AL.PC.2	I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
STANDARD	AL.PC.3	I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.
STANDARD	A.CPP.1	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
STANDARD	A.CPP.2	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
STANDARD	A.CIA.1	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
STANDARD	A.CIA.2	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

Note: The Advanced Intercultural Communication Standards are the same for all Advanced levels.



## Advanced Mid Standards (A2)

### Spanish/French Bridge 3<sup>rd</sup> year (Speaking)

<b>STANDARD</b>	<b>AM.INT.1</b>	I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.
<b>STANDARD</b>	<b>AM.INT.2</b>	I can follow the main story and most supporting details across major time frames in fictional texts.
<b>STANDARD</b>	<b>AM.INT.3</b>	I can understand the main message and most supporting details across major time frames in conversations and discussions.
<b>STANDARD</b>	<b>AM.IC.1</b>	I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.
<b>STANDARD</b>	<b>AM.IC.2</b>	I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.
<b>STANDARD</b>	<b>AM.IC.3</b>	I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.
<b>STANDARD</b>	<b>AM.PC.1</b>	I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
<b>STANDARD</b>	<b>AM.PC.2</b>	I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
<b>STANDARD</b>	<b>AM.PC.3</b>	I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
<b>STANDARD</b>	<b>A.CPP.1</b>	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
<b>STANDARD</b>	<b>A.CPP.2</b>	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
<b>STANDARD</b>	<b>A.CIA.1</b>	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
<b>STANDARD</b>	<b>A.CIA.2</b>	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

Note: The Advanced Intercultural Communication Standards are the same for all Advanced levels.

## Advanced High Standards (A3)

STANDARD	<a href="#">AH.INT.1</a>	I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.
STANDARD	<a href="#">AH.INT.2</a>	I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.
STANDARD	<a href="#">AH.INT.3</a>	I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.
STANDARD	<a href="#">AH.IC.1</a>	I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.
STANDARD	<a href="#">AH.IC.2</a>	I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.
STANDARD	<a href="#">AH.IC.3</a>	I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.
STANDARD	<a href="#">AH.PC.1</a>	I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.
STANDARD	<a href="#">AH.PC.2</a>	I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.
STANDARD	<a href="#">AH.PC.3</a>	I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.
STANDARD	<a href="#">A.CPP.1</a>	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
STANDARD	<a href="#">A.CPP.2</a>	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
STANDARD	<a href="#">A.CIA.1</a>	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
STANDARD	<a href="#">A.CIA.2</a>	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

Note: The Advanced Intercultural Communication Standards are the same for all Advanced levels.