



Oklahoma State Department of Education



Sandy Garrett, State Superintendent



The Parent's Guide to
HIGH SCHOOL
WORLD LANGUAGES
STANDARDS

Priority
Academic Student Skills
(PASS)

<http://www.sde.state.ok.us>

(405) 521-3361

A Message from
Sandy Garrett
State Superintendent

As Oklahoma's elected education leader and advocate for children, I am committed to ensuring that all students in our state have the essential skills needed for a high quality life.



Oklahoma's *Priority Academic Student Skills (PASS)* serve as a set of specific school standards covering all areas of a student's academic growth: English language arts, mathematics, science, social studies, the arts, and world languages. Oklahoma's *PASS* documents were developed by and for educators. These detailed sets of standards guide teachers and school leaders as they plan curriculum, instruction, and assessment for your student. The complete *PASS* documents are available on the Oklahoma State Department of Education Web site <www.sde.state.ok.us>.

Your student's school needs you as a partner in building these essential skills. To help you, we have created parent guides, which summarize Oklahoma's *PASS*, explaining essential skills and concepts your student will learn at each grade level. We encourage you to use these guides as a reference in conversations with your student's teachers and principals. We also encourage you to use the guides to talk with your children every day about what they are learning in school.

All the Best!

Sandy Garrett

WORLD LANGUAGES

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

End of Basic Instruction

Levels I, II, III

Novice Level (High) to Intermediate Level (Low, Mid)

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These descriptions of students' ability ranges represent a scale of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level I in middle school or high school. Level III is described as a high school course of at least one Carnegie Unit (120 hours) that follows successful completion of previous levels.

You will note that the *Priority Academic Student Skills (PASS)* are organized around five goals:

- ◆ **Communication**
- ◆ **Culture**
- ◆ **Connections**
- ◆ **Comparisons**
- ◆ **Communities**



HIGH SCHOOL WORLD LANGUAGES

Communication

*Communication occurring in the Intermediate Level Range **expands** on the combination of the following topics:*

The self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.

Beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, time and calendar, food and customs, transportation, travel, professions, and work.

Community: environment, business, government, service, religion, and social issues.

Intermediate Level learners are typically found in Levels II-IV.



HIGH SCHOOL WORLD LANGUAGES

Students will understand and interpret written and spoken language on a variety of topics.

When listening, reading, and viewing, learners at the end of the Intermediate Level Range will:

- ◆ Understand spoken language that incorporates familiar vocabulary and structures including high frequency phrases that do not have a word-to-word translation.
- ◆ Understand more detailed information in written advertisements, schedules, and menus.
- ◆ Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.



- ◆ Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.
- ◆ Respond to a series of commands.

HIGH SCHOOL WORLD LANGUAGES

Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.



When speaking and writing in person-to-person communication, learners at the end of the Intermediate Level Range will:

- ◆ Sustain a conversation on selected topics about themselves and others, using details and descriptions.
- ◆ Ask and answer a variety of questions, giving reasons for their answers.
- ◆ Express personal preferences and feelings with some explanation.
- ◆ Give a series of commands.

HIGH SCHOOL WORLD LANGUAGES

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

When presenting information by speaking or writing, learners at the end of the Intermediate Level Range will:

- ◆ Describe in written or spoken format a short presentation on familiar topics (e.g., school, community or personal experiences).
- ◆ Give directions to someone in order to complete a multistep task.
- ◆ Recount an event incorporating some description and detail.
- ◆ Write one-page compositions and letters.
- ◆ Present student-created and/or authentic short plays, stories, skits, poems, and songs.



HIGH SCHOOL WORLD LANGUAGES

Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Learners at the end of the Intermediate Level Range will:

- ◆ Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.
- ◆ Explain in simple terms the reasons for different traditions and customs of the culture studied.
- ◆ Experience cultural and social activities common to a student of similar age in the culture studied such as school life, sports, music, and other entertainment.
- ◆ Identify and discuss perspectives typically associated with the studied culture's business practices.
- ◆ Discuss some commonly held generalizations about the culture studied.



HIGH SCHOOL WORLD LANGUAGES

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Learners at the end of the Intermediate Level Range will:

- ◆ Explain the significance of objects, images, symbols, and products of the culture studied.
- ◆ Describe major contributions and historical figures from the culture studied including contributions in science, mathematics, government, and fine arts.
- ◆ Identify the influence of the culture studied on the products of the U.S.
- ◆ Explain the impact of the country's geography on daily life in the culture studied.
- ◆ Identify the studied culture's basic perspectives in its art, literature, music and dance.



HIGH SCHOOL WORLD LANGUAGES

Connections

Students will reinforce and further their knowledge of other content areas through the world language.



Learners at the end of the Intermediate Level Range will:

- ◆ Transfer and apply information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the world language classroom.
- ◆ Apply the information gathered through world language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.

HIGH SCHOOL WORLD LANGUAGES

Students will acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Learners at the end of the Intermediate Level Range will:

- ◆ Acquire and apply information about the culture studied using authentic world language sources (such as the Internet, books, and magazines) .
- ◆ Use authentic sources to explore the distinctive perspectives of the world culture.



HIGH SCHOOL WORLD LANGUAGES

Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.



Learners at the end of the Intermediate Level Range will:

- ◆ Explore the historical and cultural reasons for similar words in English and borrowed words.
- ◆ Use knowledge of sound and writing systems (including stress, intonation, punctuation) to communicate on topics of personal interest.
- ◆ Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.
- ◆ Use appropriate idiomatic expressions in limited settings.

HIGH SCHOOL WORLD LANGUAGES

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Learners at the end of the Intermediate Level Range will:

- ◆ Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
- ◆ Give basic descriptions of similarities and differences in the practices of the culture studied and their own.
- ◆ Give basic descriptions of similarities and differences in the products of the culture studied and their own.
- ◆ Give simple descriptions of similarities and differences in the perspectives of the culture studied and their own.



HIGH SCHOOL WORLD LANGUAGES

Students will use the language both within and beyond the school setting.



Learners at the end of the Intermediate Level Range will:

- ◆ Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister-city projects.
- ◆ Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.
- ◆ Establish contact with a native speaker through Internet, e-mail, and personal travel.
- ◆ Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.

HIGH SCHOOL WORLD LANGUAGES

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Learners at the end of the Intermediate Level Range will:

- ◆ Exchange information with native speakers about topics of personal interest.
- ◆ Explore various world language resources to expand their knowledge of individual hobbies or interests.
- ◆ Research current issues of interest using various world language/culture sources.
- ◆ Demonstrate extracurricular use of world language media as a source of entertainment.



HIGH SCHOOL WORLD LANGUAGES

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Higher Levels of Instruction

Levels IV, V, VI

Intermediate Level (Mid) to Pre-Advanced Level

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These descriptions of students' ability ranges represent a scale of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

Levels IV, V, VI are described as high school courses of at least one Carnegie Unit (120 hours) each that subsequently follow successful completion of previous levels.

You will note that the *Priority Academic Student Skills (PASS)* are organized around five goals:

- ◆ **Communication**
- ◆ **Culture**
- ◆ **Connections**
- ◆ **Comparisons**
- ◆ **Communities**



HIGH SCHOOL WORLD LANGUAGES

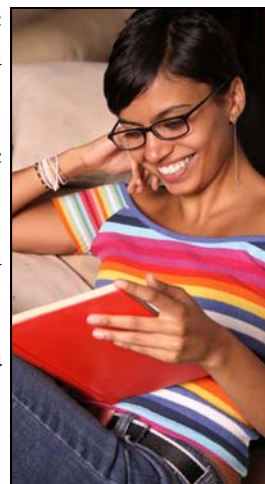
Communication

Content at the Pre-Advanced Level Range includes personal, cultural, and social topics such as history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in the fields of career choices, the environment, and political and social issues.

Students will understand and interpret written and spoken language on a variety of topics.

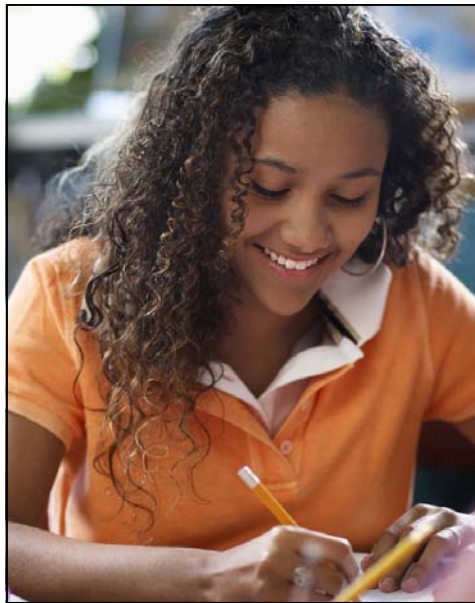
When listening, reading, and viewing, learners who progress to the Pre-Advanced Level Range will:

- ◆ Understand spoken language that incorporates more advanced vocabulary and structures, including expressions without a direct translation.
- ◆ Understand more complex written materials in both concrete and abstract contexts.
- ◆ Comprehend the main ideas and supporting ideas of oral and written presentations, and selected authentic materials, including videos, radio and television broadcasts, and Internet resources.
- ◆ Analyze the main elements of authentic literary texts.
- ◆ Respond appropriately to compound directions, instructions, and commands.
- ◆ Research and synthesize information from a variety of sources.



HIGH SCHOOL WORLD LANGUAGES

Students will engage in conversations, and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.



When speaking and writing in person-to-person communication, learners who progress to the Pre-Advanced Level Range will:

- ◆ Initiate, sustain and conclude communication on a variety of topics.
- ◆ Ask and answer a variety of questions that require follow-up questions and responses for more information.
- ◆ Support personal preferences, feelings, and opinions with more complete explanation.
- ◆ Persuade another person to do something.

HIGH SCHOOL WORLD LANGUAGES

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

When presenting information by speaking or writing, learners who progress to the Pre-Advanced Level Range will:

- ◆ Describe in written or spoken format a presentation on a topic of personal interest.
- ◆ Give a series of directions to someone, coaching the person in order to complete the tasks.
- ◆ Recount an event with substantive description and detail.
- ◆ Write formal compositions and letters for a variety of purposes.
- ◆ Present student-created works and excerpts of authentic literature.



HIGH SCHOOL WORLD LANGUAGES

Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

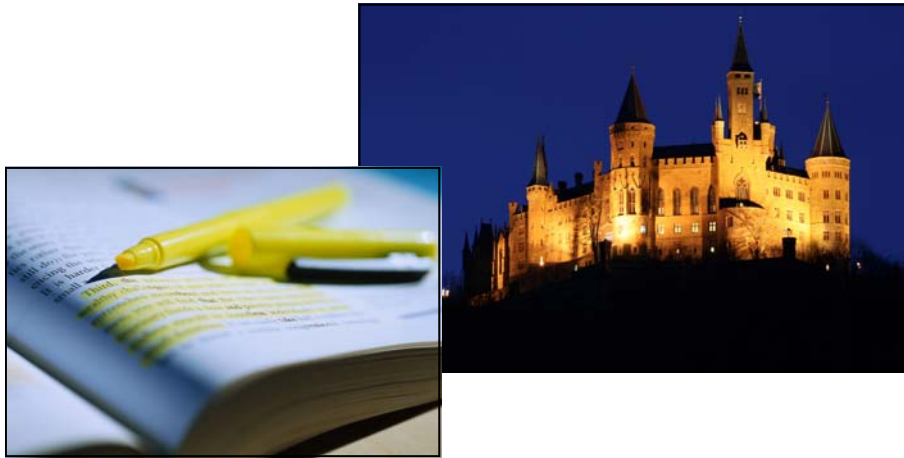
Learners who progress to the Pre-Advanced Level Range will:

- ◆ Interact according to the social and cultural requirements of most social and some formal contexts.
- ◆ Discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.
- ◆ Participate in and analyze cultural events.
- ◆ Exhibit deeper knowledge of historical background of the culture studied that explains cultural practices.
- ◆ Analyze some commonly held generalizations about the culture studied.



HIGH SCHOOL WORLD LANGUAGES

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.



Learners who progress to the Pre-Advanced Level Range will:

- ◆ Research the cultural significance of objects, images, and symbols of the culture studied.
- ◆ Describe the culture studied through its visual arts, architecture, literature and music.
- ◆ Describe the role and significance of the contributions of the culture studied in today's world.
- ◆ Research an environmental issue from the geographical area(s) studied and use the language to tell/write of its impact on the area(s).
- ◆ Identify some of the world language's literary masterpieces and authors and explore the cultural perspectives representative of their work.

HIGH SCHOOL WORLD LANGUAGES

Connections

Students will reinforce and further their knowledge of other content areas through the world language.

Learners who progress to the Pre-Advanced Level Range will:

- ◆ Interpret information and apply skills from other content areas (such as the arts, health, social studies, English) to the world language classroom.
- ◆ Locate world language resources in order to analyze and synthesize information for use in other content areas (such as the arts, health, social studies, sciences, mathematics, English).



Students will acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Learners in the Pre-Advanced Level Range will:

- ◆ Synthesize information about the culture studied, using authentic sources.
- ◆ Use authentic sources to analyze the distinctive perspectives of the culture studied.

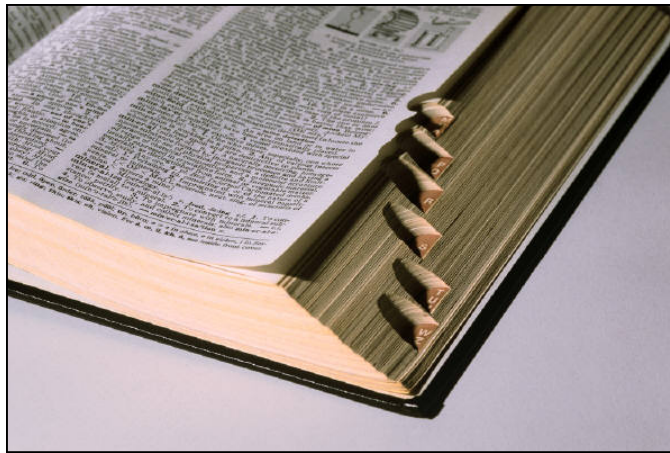
HIGH SCHOOL WORLD LANGUAGES

Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Learners who progress to the Pre-Advanced Level Range will:

- ◆ Have some insight into the origins of similar words in English and borrowed words and speculate about what changes might occur in the future.



- ◆ Apply knowledge of sound and writing systems in spontaneous communicative situations.
- ◆ Use knowledge of structural patterns of their own language and the world language for effective communication.
- ◆ Apply idiomatic expression (expressions for which there are no word-for-word translations) in a variety of social contexts.

HIGH SCHOOL WORLD LANGUAGES

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Learners who progress to the Pre-Advanced Level Range will:

- ◆ Apply appropriate verbal and nonverbal behavior between cultures.
- ◆ Analyze crosscultural similarities and differences in the practices of the culture studied.
- ◆ Analyze crosscultural similarities and differences in the products of the culture studied.
- ◆ Analyze and infer crosscultural similarities and differences in the perspectives of the culture studied.



HIGH SCHOOL WORLD LANGUAGES

Communities

Students will use the language both within and beyond the school setting.



Learners who progress to the Pre-Advanced Level Range will:

- ◆ Research the benefits of being able to communicate in more than one language.
- ◆ Interact appropriately in the world language in real-life situations.
- ◆ Maintain ongoing personal contact with a native speaker.
- ◆ Provide services such as tutoring, interpreting, and public performances within and beyond the school community using the world language.

HIGH SCHOOL WORLD LANGUAGES

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Learners who progress to the Pre-Advanced Level Range will:

- ◆ Initiate and sustain long-term associations with others proficient in the language.
- ◆ Use a variety of sources for entertainment or personal growth such as films, books, Internet or social events.
- ◆ Critically discuss current issues of the culture studied.
- ◆ Pursue personal interests in various aspects of the culture studied.



HELPFUL NUMBERS

Curriculum

Assistant State Superintendent, (405) 521-4514

Team Leader, (405) 522-3521

Director, Arts in Education, (405) 521-3034

Director, Reading and Literacy, (405) 521-2537

Director, Language Arts, (405) 522-3522

Director, World Languages, (405) 521-3035

Director, Mathematics, (405) 522-3525

Director, Social Studies, (405) 522-3523

Director, Science, (405) 522-3524



NOTES

OKLAHOMA STATE DEPARTMENT OF EDUCATION

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