California Content Standards
World Languages

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<td>Communication Standard 1: Interpretive Communication</td>
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<td>EXPECTATION / SUBSTRAND</td>
<td>Goal – Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information.</td>
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Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.

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<td>EXPECTATION / SUBSTRAND</td>
<td>Goal – Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.</td>
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Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.

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<td>Goal – Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.</td>
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<td>WL.CM3.N. Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.</td>
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<td>Communication Standard 4: Settings for Communication</td>
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<td>EXPECTATION / SUBSTRAND</td>
<td>Goal – Students use language in: highly predictable common daily settings (Novice); transactional and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world; Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.</td>
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<td>GRADE LEVEL EXPECTATION</td>
<td>WL.CM4.N. Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target-language communities in the United States and around the world.</td>
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<td>Goal – Students use the following structures to communicate: sounds, parameters, and writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames and text structures for paragraph-level discourse (Advanced); all structures and text structures for extended discourse (Superior); Students use the following language text types to communicate: learned words, signs and fingerspelling, and phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).</td>
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<td>W.L.CM5.N. Demonstrate understanding of words, phrases (signs and fingerspelling in ASL), and simple sentences on very familiar common daily topics. Use orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax).</td>
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PERFORMANCE STANDARD / MODE
Communication Standard 6: Productive Structures in Service of Communication

EXPECTATION / SUBSTRAND
Goal – Students use the following structures to communicate: sounds, parameters, and writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames and text structures for paragraph-level discourse (Advanced); all structures and text structures for extended discourse (Superior); Students use the following language text types to communicate: learned words, signs and fingerspelling, and phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).

FOUNDATION / PROFICIENCY LEVEL
Novice

GRADE LEVEL EXPECTATION
WL.CM6.N. Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).

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<td>Communication Standard 7: Language Comparisons in Service of Communication</td>
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<td>Goal – To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.</td>
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<td>GRADE LEVEL EXPECTATION</td>
<td>WL.CM7.N.</td>
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Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known.

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<td>EXPECTATION / SUBSTRAND</td>
<td>Goal – Students interact with cultural competence and understanding.</td>
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Use age-appropriate gestures and expressions in very familiar, common daily settings.

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<td>Cultures Standard 2: Cultural Products, Practices, and Perspectives</td>
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<td>EXPECTATION / SUBSTRAND</td>
<td>To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.</td>
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<td>Experience, recognize, and explore the relationships among typical age-appropriate target cultures’ products, practices, and perspectives in culturally appropriate ways in very familiar common daily settings.</td>
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<td>EXPECTATION / SUBSTRAND</td>
<td>To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.</td>
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<td>Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students’ own cultures, and the target cultures.</td>
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<td>To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.</td>
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<td>Identify cultural borrowings.</td>
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<td>Connections Standard 1: Connections to Other Disciplines</td>
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<td>Goal – To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.</td>
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<td>Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.</td>
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PERFORMANCE STANDARD / MODE
Connections Standard 2: Diverse Perspectives and Distinctive

EXPECTATION / SUBSTRAND
To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

FOUNDATION / PROFICIENCY LEVEL
Novice

GRADE LEVEL EXPECTATION
WL.CN2.N Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.

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