



# **2005 Connecticut World Language Curriculum Framework**

**Approved October 5, 2005**

## **Introduction**

All children should have the opportunity to study at least one language, other than English, from pre-kindergarten through Grade 12. The 2005 World Language Curriculum Framework presents a guide for world language content and instruction for all pre-kindergarten through Grade 12 students in Connecticut. The document is based upon the work of the National Standards in Foreign Language Education Project (1996) and recent research findings in world language education.

The 2005 Framework provides a progressive development of essential concepts and skills for Grades pre-kindergarten - 12, recognizing that many school districts are just beginning to move forward in offering world languages at the early elementary school level.

Each district's curriculum in world languages depends on the starting point. A system that begins in Grades 5-8 or Grades 9-12 must start from the beginning of the matrix, at Pre-K - 4, and continue from there. The designations of Novice/Beginning, Intermediate, and Advanced are meant to correspond roughly to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. As more students advance through longer sequences, these scales may need adjustment.

**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 AMONG LANGUAGES**

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

## **COMPARISONS AMONG CULTURES**

**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?**

Grade-cluster **content standards** are developmentally sequenced responses to the overarching questions. The Framework is formatted so that the development of essential skills and concepts is evident across grade levels in each domain.

This document is designed to facilitate competency in world languages for all students in Connecticut public schools.

<b>CONTENT STANDARD 1: Communication (Interpersonal Mode)</b>			
<i>How do I use another language to communicate with others?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i>	<ul style="list-style-type: none"> <li>• Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.</li> <li>• Describe various objects and people found at home and school.</li> <li>• Give and follow simple instructions by participating in various games or other activities with partners or groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.</li> <li>• Give and follow directions in order to travel from one location to another and ask questions for clarification.</li> <li>• Acquire goods and/or services through basic negotiations and exchange of monies.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Exchange basic information about events, such as classes, meetings and meals.</li> <li>• Describe their favorite activities at home and school.</li>   <li>• Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.</li>   <li>• Indicate that they do not understand a message or that they cannot express their intended message adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.</li>   <li>• Exchange thoughts about people, activities and events in their personal lives or communities.</li>   <li>• Find alternate methods of communication when they cannot express their intended message adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.</li>   <li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li> <li>• Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.</li> <li>• Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.</li>   <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"><li>• Recognize that there are often multiple ways to express an idea in the target language.</li><li>• Use appropriate gestures, when necessary, to make their messages comprehensible.</li></ul>		
--	--	--	--

<b>CONTENT STANDARD 2: Communication (Interpretive Mode)</b>			
<i>How do I understand what others are trying to communicate in another language?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i>	<ul style="list-style-type: none"> <li>Identify people and objects in their environments, based on oral and written descriptions.</li> <li>Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.</li> <li>Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.</li> <li>Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.</li> <li>Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.</li> <li>Work individually to collect data on familiar topics from various print, digital and electronic resources.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.</li> <li>Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.</li> <li>• Comprehend brief notes on familiar topics, including daily activities at home or school.</li> <li>• Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements.</li> <li>• Recognize and respond appropriately to questions, statements or commands.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.</li> <li>• Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.</li> <li>• Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.</li> <li>• Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).</li> <li>• 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.</li> </ul>
--	---	--	--

<b>CONTENT STANDARD 3: Communication (Presentational Mode)</b>			
<i>How do I present information, concepts and ideas in another language in a way that is understood?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> <li>• Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.</li> <li>• Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.</li> <li>• Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.</li> <li>• Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.</li> <li>• Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.</li> <li>• Perform scenes from plays and/or recite poems or excerpts from short stories in the target language.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.</li> <li>• Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.</li> <li>• Prepare a diary of their daily activities and those of their families and friends in the target language.</li> <li>• Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.</li> <li>• Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.</li> <li>• Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.</li> </ul>
--	---	--	--

<b>CONTENT STANDARD 4: Cultures</b>			
<i>How do I use my understanding of culture to communicate and function appropriately in another culture?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.</li> <li>• Identify and experience or read about expressive products of the target culture, such as children’s songs, selections from children’s literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.</li> <li>• Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance.</li> <li>• Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture.</li> <li>• Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.</li> <li>• Recognize simple themes, ideas or perspectives of the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.</li> <li>• Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.</li> <li>• Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.</li> <li>• Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.</li> </ul>
--	--	--	--

<b>CONTENT STANDARD 5: Connections (Interdisciplinary Mode)</b>			
<i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Use simple information learned in other subjects in their study of a world language.</li> <li>• Use simple information from their world language class in their study of other subjects.</li> <li>• Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.</li> <li>• Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.</li> <li>• Use new information and critical thinking gained through world language study to expand their personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li> <li>• Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.</li> <li>• Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.</li> <li>• Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.</li> </ul>

<b>CONTENT STANDARD 6: Connections (Intradisciplinary Mode)</b>			
<i>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?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Use multiple media resources to access information regarding the target culture(s).</li> <li>• Recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc.</li> <li>• Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.</li> <li>• Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.</li> <li>• Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).</li> </ul>

<b>CONTENT STANDARD 7: Comparisons Among Languages</b>			
<i>How do I demonstrate an understanding of the similarities, differences and interactions across languages?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i>	<ul style="list-style-type: none"> <li>• Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.</li> <li>• Demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.</li> <li>• Develop listening and speaking skills on a range of topics to facilitate reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how idiomatic expressions affect communication and reflect culture.</li> <li>• Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.</li> <li>• Use oral and written language to relate their own experiences and construct their own stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Evaluate the style of a communicative interaction in the target language.</li> <li>• Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.</li> <li>• Read and comprehend longer, more complex texts in abridged and unabridged formats.</li> </ul>

	<ul style="list-style-type: none"> <li>• Retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher.</li> <li>• Copy and organize in a logical sequence a written text provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand comprehension strategies to predict outcomes and make comparisons.</li> <li>• Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a writing process in producing work that includes self-assessment and discussion with other students.</li> <li>• Produce a range of written work that is coherent, accurate and representative of a variety of literary styles.</li> </ul>
--	--	--	---

<b>CONTENT STANDARD 8: Comparisons Among Cultures</b>			
<i>How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i>	<ul style="list-style-type: none"> <li>• Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.</li> <li>• Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.</li> <li>• Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast art forms, such as music and songs across cultures.</li> <li>• Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.</li> <li>• Solicit their peers’ opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.</li> <li>• Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.</li> <li>• Analyze how other cultures view the role of the United States in the world arena.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use new information and cultural awareness to recognize the similarities and differences across cultures.</li> <li>• Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).</li> <li>• Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.</li> <li>• Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).</li> <li>• Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.</li> <li>• 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.</li> <li>• Evaluate the effectiveness of a communicative interaction based on cultural elements.</li> </ul>
--	---	---	--

<b>CONTENT STANDARD 9: Communities</b>			
<i>How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i>			
<b>Students will:</b>	<b>Pre-K - 4 (Novice/Beginning)</b>	<b>5-8 (Intermediate)</b>	<b>9-12 (Advanced)</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning.</li> <li>• Identify different types of employment in which target language skills are an asset.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.</li> <li>• Interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.</li> <li>• Demonstrate their target language skills while involved in community activities, including community service activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.</li> <li>• Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Review materials and/or media from the target language and culture for enjoyment and/or entertainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Review materials and/or media from the target language and culture for enjoyment.</li> <li>• Use various media from the target language and culture for entertainment.</li> <li>• Consult various sources in the target language to obtain information on topics of personal interest.</li> <li>• Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use various media from the target language and culture for personal enjoyment.</li> <li>• Read literature, listen to music and view films and websites in the target language for entertainment.</li> </ul>
--	--	--	--