



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota
Indigenous and World Language
Content Standards
Grades K-12

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North Dakota Department of Public Instruction
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Table of Contents

<i>Indigenous and World Language Standards Revision Committee</i>	3
<i>Standards Review Committee</i>	3
<i>NDDPI Project Staff</i>	3
<i>Superintendent’s Foreword</i>	4
<i>Document Revision Log</i>	5
<i>Introduction</i>	6
<i>How to Read the Standards</i>	7
<i>Common Terms</i>	8
<i>Resources</i>	9
COMMUNICATION	10
CULTURES	12
CONNECTIONS	14
COMPARISONS	15
COMMUNITIES	16

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Superintendent's Foreword

Our North Dakota public schools' endeavor is to provide a well-rounded education for our students to prepare them to be contributing citizens in today's world. Given the increased demand for communication with others in the world, our young people must learn languages and understand the cultures, in addition to their own.



North Dakota teachers and content experts drafted these newly developed standards to include languages of North Dakota's Indigenous peoples, those who have immigrated and settled in the state, and others worldwide. Our students come from various backgrounds and need to have the opportunity to learn more about the cultures and languages used by their ancestors. North Dakota will preserve Indigenous languages and cultures for future generations using these standards. One of the challenges facing the committee was writing standards to encompass learning in the wide variety of languages, including American Sign Language, and Classical, Indigenous, and Modern languages.

These standards will help our students become more proficient in interpersonal communication, interpreting another language, and developing a better understanding of another culture. As a state, we have seen an increase in the number of students seeking and receiving the Seal of Biliteracy. These students have demonstrated proficiency in reading, writing, speaking, and listening in two or more languages. Also, these students have shown sociocultural competency in these languages.

While the North Dakota standards represent a statewide reference point for teaching languages in classrooms, local school districts are encouraged to use them as a guide for developing their own local, customized curriculum.

The work on these new standards began in June of 2021 and continued throughout the year. The writing committee's drafts were made available for public comment, which generated valuable opinions from teachers, administrators, parents, and the community.

A review committee consisting of all interested people from the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to review the draft standards and provide recommendations to the writing committee.

No one is better qualified to prepare the language learning standards for our schools than our educators. This document exemplifies the best in North Dakota education – North Dakota teachers, writing statewide standards in an open, transparent, and diligent manner.

Each member of the language standards writing team deserves our thanks for their extensive research, analysis, and deliberation. Thanks to their work, these standards are ready to be used in our classrooms across the state.

Thank you.

Kirsten Baester

Superintendent of Public Instruction

Document Revision Log

Date Revised	Description of Revision	Page

Introduction

Language and communication are at the heart of the human experience. North Dakota citizens are part of a developing and productive society which continually requires effective communication within and across physical, cultural, and linguistic borders. As educators, we want to challenge North Dakota learners to be citizens of a worldwide neighborhood who effectively communicate in more than one language, with cultural competence. The study of additional languages and cultures empowers individuals to communicate with cultural understanding. It fosters respect, diminishes fears, and opens opportunities in career, academic, and personal lives.

The vision for language learning in North Dakota is to equip learners to:

- communicate in more than one language at the levels of language proficiency required to function in a variety of ways in culturally diverse communities.
- understand cultural differences which enables cross-cultural communication.
- develop flexible thinking and improve vocabulary and writing skills to enhance other disciplines.
- realize that Indigenous and World languages are for everyone.

Why name the 2021 Standards *North Dakota Indigenous and World Language Content Standards*?

The 2001 revision committee chose the name Foreign Language Standards. Since that time, stakeholders in North Dakota have worked to recognize that language study incorporates ALL languages used by the people of the state, as well as those used in other countries. Thus, the word *foreign* changed to *world* in recognition of our increasingly more global perspective. The committee included members of tribal nations who share North Dakota's geography. In recognition of the rich history and diverse perspectives, the committee chose to highlight the unique place of Indigenous Language in the state. Additionally, with the passage of SB2304 in the 67th Legislative Assembly and in anticipation of similar future legislation, the committee moved to tie North Dakota's future to its past by naming it the North Dakota Indigenous and World Language Content Standards.

Indigenous and World Language Content Standards Development Process

The development of the North Dakota Indigenous and World Language Content Standards was a multi-phase process. State Superintendent Baesler established a statewide committee through an application process that included a diverse group of Indigenous, Modern, Classical, and American Sign Language educators from throughout the state. Over four multi-day sessions, the committee developed a new set of language learning standards.

The intention of the committee was to create a guide of standards to assist districts in developing curriculum, scope, and sequence. Standards do not define how teachers teach; curriculum development is a district responsibility. The work was guided by current disciplinary knowledge and research in Indigenous and World Language education (e.g., ACTFL World-Readiness Standards for Learning Languages, North Dakota Foreign Language Content Standards (2001), North Dakota Native American Essential Understandings, and other state language standards). Drawing from the information gained from those documents, the committee drafted the initial North Dakota Indigenous and World Language Content Standards.

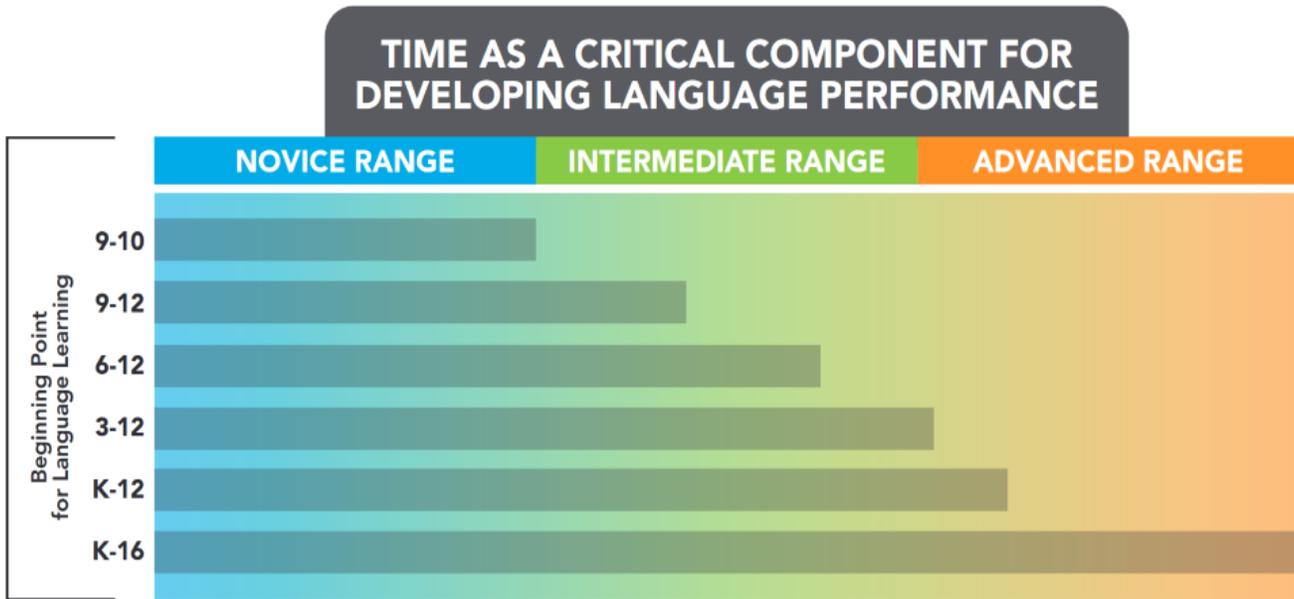
Input from two rounds of public comments and a review by the content standards review committee were used to inform the development of the standards. The committee began its work in June of 2021 and completed the development of the North Dakota Indigenous and World Language Content Standards in November 2021.

How to Read the Standards

The standards are organized within five interconnected goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Each goal area contains two or three standards that describe the knowledge and skills learners are expected to acquire. These standards are closely modeled on the World-Readiness Standards for Learning Languages put forth by ACTFL in 2012.

Performance indicators for Novice, Intermediate, and Advanced levels are found under each standard. These define student progress in meeting the standards. The goal of Communication includes a greater number of performance indicators due to the multitude of proficiency levels they encompass. These are measurable and accessible in numerous ways.

Realistic performance targets for learners enrolled in a sequential language learning experience at various points are outlined in the ACTFL Performance Descriptors for Language Learners (2012). The chart below illustrates the potential language performance based on varying starting points, assuming a typical academic year. Two years of traditional language instruction (one hour per day) would typically result in Novice proficiency. North Dakota offers the Seal of Biliteracy to learners based on their level of language proficiency which begins in the intermediate range. Students demonstrating proficiency will receive a foil seal to affix to their high school diploma, a certificate from the State Superintendent of Public Instruction, and an identifier on the student's eTranscript. The seal is color coded based on the level of language proficiency achieved.



(Information adapted from ACTFL Performance Descriptors for Language Learners, pp. 12-13, 2012)

A decision must be made at the local level to determine the best approaches and reasonable expectations for learners.

Common Terms

The terms below will help in understanding the standards and performance indicators used in this document.

ACTFL - the professional organization aiming to improve and expand the teaching and learning of all languages at all levels of instruction

authentic materials - print, video, and audio materials students encounter in their daily lives that are not created specifically to be used in the classroom (such as change-of-address forms, job applications, menus, voicemail messages, radio programs, and videos)

heritage language - a language used at home that is different than the language used in the broader community

idiom/idiomatic expression - a word or phrase that cannot be directly translated from one language to another; the meaning is culturally specific

Indigenous language - a language used by Indigenous peoples

native language - the primary language of the learner, as learned from birth and (usually) used in the home

target language/culture - the language/culture being studied

Resources

- American Council on the Teaching of Foreign Languages (ACTFL). (2012). Performance descriptors for language learners. Alexandria, VA
<https://www.actfl.org/resources/actfl-performance-descriptors-language-learners>
- Calpro-Online Professional Development Fact Sheet #1 for Authentic Materials
<https://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf#:~:text=Authentic%20materials%20are%20print%2C%20video%2C%20and%20audio%20materials,tools%20for%20students%20precisely%20because%20they%20are%20authentic>
- Colorado World Language Standards 2020
<https://www.cde.state.co.us/coworldlanguages/2020cas-wl-p12>
- Indiana Academic Standards for World Languages 2019
<https://www.doe.in.gov/sites/default/files/standards/classical-modern-language-standards-jmw-4172019-2x.pdf>
- Kansas Standards for World Languages 2017
[https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/World%20Languages/Standards/Kansas%20Standards%20for%20World%20Languages%20102320.pdf?ver=2020-10-23-141832-057](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/World%20Languages/Standards/Kansas%20Standards%20for%20World%20Languages%20102320.pdf?ver=2020-10-23-141832-057)
- Lakota Language Standards & K-12 Curriculum Framework 2011
<https://www.lakhota.org/downloads/pdf/LakotaStandards&Framework2011.pdf>
- Minneapolis Public School Standards 2009
https://worldlanguages.mpls.k12.mn.us/uploads/mps_wl_standards_rev_1-12-09_2.pdf
- National Standards Collaborative Board. (2015). World-Readiness Standards for Learning Languages. 4th ed.
<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>
- North Dakota Native American Essential Understandings 2015
<https://www.nd.gov/dpi/sites/www/files/documents/Indian%20Education/NDEssentialUnderstandingslg.pdf>
- North Dakota Standards and Benchmarks Content Standards Foreign Language 2001
<https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/ForeignLang2001.pdf#:~:text=The%20North%20Dakota%20foreign%20language%20standards%2C%20like%20the,for%20college-bound%20students.%20This%20recommendation%20has%20led%20to>
- Oklahoma Standards for World Languages 2015
<https://sde.ok.gov/sites/ok.gov.sde/files/2015%20World%20Languages%20Standards.pdf>
- Seal of Biliteracy [Seal of Biliteracy | North Dakota Department of Public Instruction \(nd.gov\)](#)
- South Dakota World Language Standards Adopted March 2019
<https://doe.sd.gov/contentstandards/documents/0319-WorldLanguage.pdf>
- Standards for Learning American Sign Language
https://www.aslta.org/wp-content/uploads/2014/07/National_AS_L_Standards.pdf

GOAL 1

COMMUNICATION

Communicate effectively in more than one language to function in a variety of situations.

Effective communication is vital in learning another language. The three main areas within communication that need to be addressed are interpersonal, interpretive, and presentational.

Interpersonal Communication is spontaneous, unrehearsed, two-way communication through listening, speaking, reading, signing, facial expressions, and body language in the target language such as texting, conversation, letters, etc. Both parties negotiate meaning and ask for clarification. The learner will understand and will also be understood.

Interpretive Communication is one-way communication through listening, reading, or viewing in which the learner engages with a variety of print and non-print materials, including multimedia, visual actions, and images that convey meaning. The learner will extract meaning and use the information for personal or community enrichment.

Presentational Communication is the polished, edited, rehearsed, or impromptu presentation of information in the target language such as presenting original skits, practiced speeches, written or oral stories, essays, etc. The learner will present information to an audience of readers, listeners, or viewers.

STANDARDS

1.1 Interpersonal Communication Learners interact effectively with spoken, signed, or written exchanges sharing information, reactions, feelings, and opinions.	1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	1.3 Presentational Communication Learners present information, concepts, and ideas to various audiences of listeners, readers, and viewers.
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PERFORMANCE INDICATORS

	NOVICE LOW	NOVICE MID	NOVICE HIGH
Interpersonal	1.1.NL Engage in exchanges on everyday topics using practiced or memorized words and phrases.	1.1.NM Engage in spontaneous exchanges on very familiar topics using practiced or memorized words and phrases.	1.1.NH Engage in spontaneous exchanges on very familiar topics using practiced or memorized phrases, simple sentences, and questions.
Interpretive	1.2.NL Understand single words and phrases that have been practiced and memorized from simple, highly predictable language with strong visual support.	1.2.NM Understand a variety of words and phrases that have been practiced and memorized to identify the topic in simple, highly predictable language with strong visual support.	1.2.NH Understand phrases and simple sentences that have been practiced and memorized to identify the topic and some basic details with strong visual support.
Presentational	1.3.NL Present information on everyday topics using highly practiced or memorized words from the target language.	1.3.NM Present information on very familiar topics using practiced or memorized words and phrases.	1.3.NH Present information on very familiar topics using practiced or memorized phrases and simple sentences from the target language.

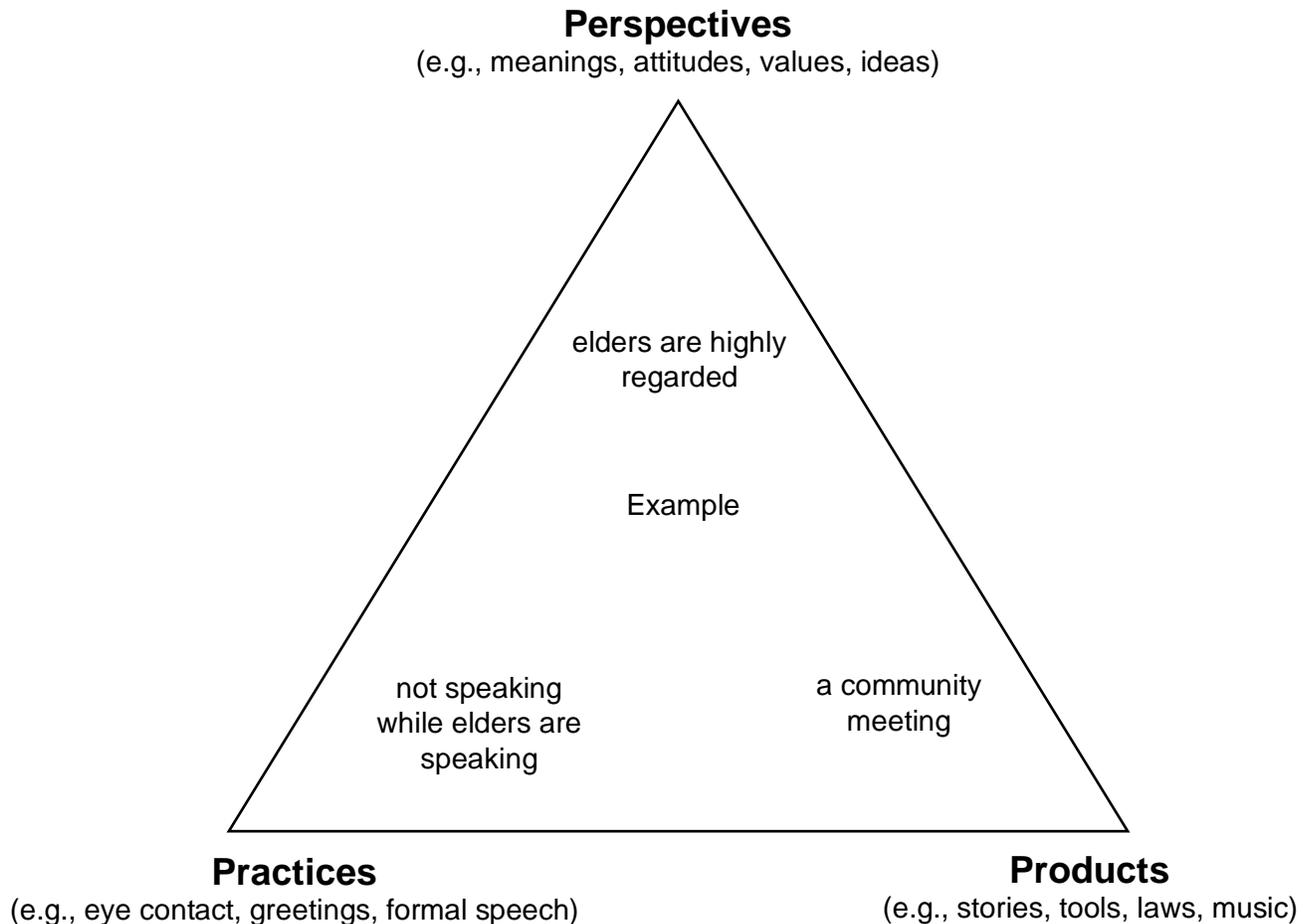
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Interpersonal	1.1.IL Engage in spontaneous exchanges on very familiar topics creating simple sentences to ask and answer a variety of questions.	1.1.IM Engage in spontaneous exchanges on very familiar topics creating sentences and some series of connected sentences to ask and answer a variety of questions.	1.1.IH Engage in spontaneous exchanges on familiar topics creating sentences and series of sentences to ask and answer a variety of questions.
Interpretive	1.2.IL Understand the main idea and some pieces of information from simple sentences on familiar topics.	1.2.IM Understand the main idea and key information from sentences and some series of connected sentences that are on familiar topics.	1.2.IH Understand the main idea and supporting details on familiar topics from sentences and series of connected sentences.
Presentational	1.3.IL Communicate information, make presentations, and express thoughts about familiar topics, using simple sentences from the target language.	1.3.IM Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences from the target language.	1.3.IH Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences from the target language.
	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpersonal	1.1.AL Exchange information and ideas on a variety of familiar and concrete academic and social topics, using a few simple paragraphs or discourse using various tenses.	1.1.AM Utilize probing questions and provide detailed responses on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social, or professional topics using various tenses and moods.	1.1.AH Discuss and sometimes debate a variety of complex concrete, hypothetical, and some abstract academic, social, and professional topics using precise questions and explanations.
Interpretive	1.2.AL Understand the main idea and supporting details on a wide variety of familiar and general interest topics across various tenses.	1.2.AM Understand the main idea, underlying messages, and most supporting details in a variety of tenses and moods on familiar and some unfamiliar topics.	1.2.AH Comprehend narrative and descriptive information. Understand most special interest, abstract, and unfamiliar topics. Sometimes follow extended arguments and different points of view.
Presentational	1.3.AL Share stories and present information about personal experiences framed by school, community, and global events, using paragraphs or dialogue across various tenses and moods.	1.3.AM Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various tenses and moods.	1.3.AH Deliver complex detailed presentation and information beyond the concrete, often addressing abstract experiences or hypothetical issues.

GOAL 2

CULTURES

Interact with cultural competence and understanding.

The study of additional languages enables learners to understand and interact appropriately with related cultures. Therefore, learners need to develop an awareness of cultures, and their patterns of social interactions (practices), tangible and intangible contributions (products), and the attitudes and views of the world behind both (perspectives). Understanding additional cultures often results in empathy and greater self-awareness. Learners need to understand relationships among products, practices, and perspectives and how they relate to the learner's own culture, customs, and traditions.



STANDARDS

2.1 Relating Cultural Practices to Perspectives

Learners investigate, explain, and reflect on the relationship of practices to the customs, traditions, and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives

Learners investigate, explain, and reflect on the relationship of products to the customs, traditions, and perspectives of the cultures studied.

PERFORMANCE INDICATORS

PERFORMANCE INDICATORS			
	NOVICE	INTERMEDIATE	ADVANCED
Practices	<p>2.1.N.a Identify language and behaviors that are appropriate to the cultures studied.</p> <p>2.1.N.b Identify the relationship of the practices to the customs, traditions, and perspectives of the cultures studied using the language.</p> <p>2.1.N.c Identify some commonly held generalizations about the cultures studied.</p>	<p>2.1.I.a Describe and analyze cultural characteristics and behaviors in everyday life.</p> <p>2.1.I.b Produce language and behaviors that are appropriate to the target culture.</p> <p>2.1.I.c Discuss issues and challenges that affect practices in the cultures studied.</p> <p>2.1.I.d Analyze and discuss some commonly held generalizations about the cultures studied.</p>	<p>2.1.A.a Demonstrate awareness of subtle differences among cultural behaviors and adjust one's own behavior accordingly in familiar and unfamiliar situations.</p> <p>2.1.A.b Exhibit deeper knowledge of historical background of the cultures studied that explains their cultural practices.</p> <p>2.1.A.c Examine and discuss issues and challenges affecting the cultures studied.</p> <p>2.1.A.d Integrate culturally embedded words, phrases, and idioms into everyday verbal and nonverbal communication.</p>
	NOVICE	INTERMEDIATE	ADVANCED
Products	<p>2.2.N.a Identify the relationship of the products to the customs, traditions, and perspectives of the cultures studied using the language.</p>	<p>2.2.I.a Analyze the contributions of the cultures studied.</p> <p>2.2.I.b Analyze the relationship among cultural perspectives, customs, and traditions as represented in expressive forms of the cultures studied.</p>	<p>2.2.A.a Explain and reflect on the cultural significance of objects, images, and symbols of the cultures studied.</p> <p>2.2.A.b Describe and evaluate contributions of influential figures, past and current, from the cultures studied.</p> <p>2.2.A.c Investigate and discuss the role and significance of the contributions of the cultures studied in today's world.</p> <p>2.2.A.d Examine and explain the cultural perspectives found in the cultures studied through such things as visual arts, architecture, oral stories, literature, dance, and/or music.</p>

GOAL 3

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives to apply the language in academic and career-related situations.

The study of languages provides multiple opportunities to connect with other disciplines either formally or informally, thereby expanding the educational experiences of all learners. It benefits their growth in other disciplines and encourages the transfer, enrichment and strengthening of information. The learners' access to information and diverse perspectives through the use of another language and culture increases their abilities in both academic and career-related settings.

STANDARDS

3.1 Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking, creativity, collaboration, and problem-solving skills.

3.2 Acquiring Information and Diverse Perspectives

Learners access, evaluate, and reflect upon diverse perspectives and information available through the language and its cultures.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
Making Connections	<p>3.1.N.a Connect information and skills from other content areas to experiences related to the target language and cultures.</p> <p>3.1.N.b Reinforce and expand knowledge of authentic target language sources for use in other content areas.</p>	<p>3.1.I.a Transfer and apply information and skills from other content areas to experiences related to the target language and cultures.</p> <p>3.1.I.b Identify and organize authentic target language sources for use in other content areas.</p>	<p>3.1.A.a Interpret information and skills from other content areas to apply and expand experiences related to the target language and cultures.</p> <p>3.1.A.b Analyze and apply authentic target language sources for use in other content areas.</p>
Acquire Information	<p>3.2.N.a Identify and examine information acquired from authentic target language sources in the classroom and beyond.</p> <p>3.2.N.b Access authentic sources and the diverse perspectives of the target language and cultures.</p>	<p>3.2.I.a Organize and incorporate information acquired from authentic target language sources in the classroom and beyond.</p> <p>3.2.I.b Access and evaluate authentic sources and the diverse perspectives of the target language and cultures.</p>	<p>3.2.A.a Reflect on and incorporate information acquired from authentic target language sources in the classroom and beyond.</p> <p>3.2.A.b Access, evaluate, and reflect on authentic sources and the diverse perspectives of the target language and cultures.</p>

GOAL 4

COMPARISONS

Develop insight into the nature of language and culture to interact with cultural competence.

Experiencing a second language increases a learner's ability to reflect on their first language. Language Comparisons focus on the impact of learning linguistic elements of a new language and develop the ability to examine their own language. Cultural Comparisons help learners gain a deeper understanding of cultures and how they are similar to and different from their own. Learners develop both critical thinking abilities and an awareness and appreciation of alternate views.

STANDARDS

4.1 Language Comparisons

Learners investigate, explain, and reflect on the nature of language through comparisons of two or more languages.

4.2 Cultural Comparisons

Learners investigate, explain, and reflect on the concept of culture through comparisons of two or more languages.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
Language Comparisons	<p>4.1.N.a Investigate and describe similarities and differences between two or more languages.</p> <p>4.1.N.b Identify familiar sound and structural patterns of the target language and compare to other languages.</p> <p>4.1.N.c Recognize idiomatic expressions among languages.</p>	<p>4.1.I.a Explain similarities and differences between two or more languages.</p> <p>4.1.I.b Apply familiar sound and structural patterns of the target language and compare to other languages.</p> <p>4.1.I.c Compare and contrast idiomatic expressions among languages.</p>	<p>4.1.A.a Explain, provide details, and give specific examples in the target language of differences and similarities between two or more languages.</p> <p>4.1.A.b Use knowledge of structural patterns of other languages and the target language for effective communication.</p> <p>4.1.A.c Apply idiomatic expressions in a variety of social contexts in the target language.</p>
Cultural Comparisons	<p>4.2.N.a Investigate and describe verbal and nonverbal behaviors among cultures.</p> <p>4.2.N.b Recognize and begin to compare and contrast cross-cultural similarities and differences in the practices, products, and perspectives of the cultures studied.</p>	<p>4.2.I.a Summarize and explain the similarities and differences in verbal and nonverbal behaviors among cultures.</p> <p>4.2.I.b Recognize, compare, and contrast cross-cultural similarities and differences in the practices, products, and perspectives of the cultures studied.</p>	<p>4.2.A.a Apply appropriate verbal and nonverbal behaviors among cultures.</p> <p>4.2.A.b Analyze cross-cultural similarities and differences in the practices, products, and perspectives of the cultures studied.</p>

GOAL 5

COMMUNITIES

Interact with and celebrate multilingual communities with cultural competence at home and around the world.

The study of additional languages enables students to recognize the interdependence of familial, local, state, national, and international communities. As lifelong learners, engagement with communities expands opportunities professionally, socially, and personally. Learners' experiences with multiple communities prepare them to adapt to the perpetual changes of language and community. Meaningful experiences with language through community participation allow learners to understand, appreciate, and celebrate the value of additional languages and cultures.

STANDARDS

<p>5.1 School and Community Learners use the language to interact, collaborate, and contribute both within and beyond the classroom.</p>	<p>5.2 Lifelong Learner Learners set goals and reflect on personal progress in using languages for enjoyment, enrichment, advancement, and in celebrations.</p>	<p>5.3 Value and Celebrate Communities and Languages Learners value and promote Indigenous, heritage, and native languages and show interest in efforts to preserve and revitalize those that are endangered through active engagement in language and cultural activities.</p>
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PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
School and Community	<p>5.1.N.a Interact in the target language in school and community situations.</p> <p>5.1.N.b Explore connections with the cultures studied using technology, media, and authentic sources.</p> <p>5.1.N.c Identify opportunities to use the target language within and beyond the school community.</p>	<p>5.1.I.a Interact and collaborate in the target language in school and community situations.</p> <p>5.1.I.b Establish connections with the cultures studied using technology, media, and authentic sources.</p> <p>5.1.I.c Participate in opportunities to use the target language within and beyond the school community.</p>	<p>5.1.A.a Interact, collaborate, and contribute appropriately to the target language in community situations.</p> <p>5.1.A.b Seek new connections while maintaining existing connections with the cultures studied using technology, media, and authentic sources.</p> <p>5.1.A.c Provide services (e.g., tutoring, volunteer work, assisting others, work experience) within and beyond the school community using the target language.</p>

	NOVICE	INTERMEDIATE	ADVANCED
Lifelong Learning	<p>5.2.N.a Set goals on personal progress for enjoyment, enrichment, advancement, and in celebrations.</p> <p>5.2.N.b Explore benefits and opportunities that go along with learning a target language.</p>	<p>5.2.I.a Regularly self-assess goals on the progress made and material learned, and then set new goals.</p> <p>5.2.I.b Investigate benefits and opportunities that go along with learning the target language.</p> <p>5.2.I.c Use various media in the target language.</p>	<p>5.2.A.a Utilize a variety of sources for personal interests and to reach personal goals.</p> <p>5.2.A.b Apply the benefits and opportunities that go along with learning the target language in daily life and community celebrations.</p> <p>5.2.A.c Initiate and sustain long-term associations with others proficient in the language.</p> <p>5.2.A.d Analyze, discuss, and debate current issues using the target language.</p>
Value and Celebrate Language	<p>5.3.N.a Attend intergenerational community activities pertaining to any language or culture.</p> <p>5.3.N.b Investigate and share information on cultural activities.</p> <p>5.3.N.c Interact with Indigenous, heritage, or native language users; attend presentations given by and for them.</p>	<p>5.3.I.a Participate in intergenerational community events pertaining to any language and culture.</p> <p>5.3.I.b Participate in events that celebrate languages and cultures.</p> <p>5.3.I.c Interact and engage in dialogue with Indigenous, heritage, or native language users.</p>	<p>5.3.A.a Assist in organizing intergenerational community events pertaining to any language or culture.</p> <p>5.3.A.b Engage in community events that celebrate cultural and linguistic diversity, including but not limited to Indigenous, refugee, and immigrant events.</p> <p>5.3.A.c Initiate, celebrate, and maintain meaningful interactions with Indigenous, heritage, or native language users.</p>