

**Crosswalk Between 2001 Foreign Language Standards and
2021 Indigenous and World Language Standards**

2021 Indigenous and World Language Standards	2001 Foreign Language Standards	Differences
Goal	Standards Area	
Goal 1: Communication Communicate effectively in more than one language to function in a variety of situations.	Standards Area 1: Communication Communicating in languages other than English	Added function in a variety of situations and effectively communicate. Increased rigor.
Standard	Standard	
1.1 Interpersonal Communication Learners interact effectively with spoken, signed, or written exchanges sharing information, reactions, feelings, and opinions.	Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Added signed and written exchanges. Added effective interaction. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 1.1.NL (Novice Low) Engage in exchanges on everyday topics using practiced or memorized words and phrases. 1.1.NM (Novice Mid) Engage in spontaneous exchanges on very familiar topics using practiced or memorized words and phrases. 1.1.NH (Novice High) Engage in spontaneous exchanges on very familiar topics using practiced or memorized phrases and simple sentences, including questions.	Novice 1.1.1 Participate in brief oral or written guided conversations related to students' needs and interests. 1.1.2 Give and respond to requests, directions, instructions, and commands. 1.1.3 Make requests in public places. 1.1.4 Ask and answer simple questions. 1.1.5 Express states of being and feelings. 1.1.6 Express likes and dislikes. 1.1.7 Discuss personal daily schedules and printed schedules.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Intermediate 1.1.IL (Intermediate Low) Engage in spontaneous exchanges on very familiar topics creating simple sentences to ask and answer a variety of questions. 1.1.IM (Intermediate Mid) 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.	Intermediate 1.1.1 Participate in conversations with elaboration on a variety of topics. 1.1.2 Interact in a variety of situations to meet personal needs. 1.1.3 Interact in basic, life situations, using appropriate forms of politeness, appropriate body language, etc. 1.1.4 Provide and request clarification when asking questions of others regarding their activities. 1.1.5 Elaborate on states of being and feelings. 1.1.6 Qualify likes and dislikes. 1.1.7 Express preferences pertaining to everyday life.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Performance Indicators	Benchmarks/Progress Indicators	
Advanced 1.1.AL (Advanced Low) 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 (Advanced Mid) 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 (Advanced High) Discuss and sometimes debate a variety of complex concrete, hypothetical, and some abstract academic, social, and professional topics using precise questions and explanations.	Pre-Advanced 1.1.1 Discuss with confidence and ease current or past events. 1.1.2 Interact in complex social situations. 1.1.3 Converse using language and behaviors that are appropriate to the setting. 1.1.4 Respond to factual and interpretive questions. 1.1.5 Exchange reflections upon states of being and feelings. 1.1.6 Exchange personal feelings and ideas for the purpose of persuading others. 1.1.7 Elaborate and support preferences pertaining to daily life.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Standard	Standard	
1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.	Added expectation to analyze. Added what is viewed. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 1.2.NL Understand single words and phrases that have been practices and memorized from simple, highly predictable language with strong visual support. 1.2.NM Understand a variety of words and phrases that have been practices 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.	Novice 1.2.1 Identify isolated words and phrases in situational context. 1.2.2 Comprehend brief written information. 1.2.3 Comprehend the main idea of simple conversations and narratives on familiar topics. 1.2.4 Recognize words and phrases. 1.2.5 Respond appropriately to directions, instructions, and commands. 1.2.6 Recognize the sounds system of the language. 1.2.7 Identify gestures, intonation patterns, and other visual or auditory cues.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Performance Indicators	Benchmarks/Progress Indicators	
Intermediate 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 phrases and simple sentences that have to be practiced and memorized to identify the topic and some basic details with strong visual support.	Intermediate 1.2.1 Determine meaning by using contextual cues. 1.2.2 Comprehend basic written communications. 1.2.3 Comprehend main ideas and details from simple texts and conversations about familiar topics. 1.2.4 Recognize main ideas and some specific information on a few topics found in the products of the foreign culture. 1.2.5 Respond to a series of directions, instructions, and/or commands. 1.2.6 Recognize and reproduce accurately the sound system of the language. 1.2.7 Imitate gestures and intonation patterns appropriately.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Advanced 1.2.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. 1.2.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.	Pre-Advanced 1.2.1 Determine meaning by using contextual cues. 1.2.2 Comprehend a variety of complex authentic materials. 1.2.3 Interpret and analyze main ideas and significant details from written and oral texts. 1.2.4 Understand cultural nuances in written and spoken language, in informal and formal settings. 1.2.5 Respond appropriately to complex directions, instructions, and commands. 1.2.6 Read confidently, with meaningful phrase grouping and appropriate voice inflections. 1.2.7 Produce with accuracy the gestures and intonation patterns of the language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Standard	Standard	
1.3 Presentational Communication Learners present information, concepts, and ideas to various audiences of listeners, readers, and viewers.	Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	Added viewers to types of audiences.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 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.	Novice 1.3.1 Use short, memorized phrases and sentences in oral and written presentations. 1.3.2 Demonstrate comprehensible pronunciation and intonation when presenting well-rehearsed material on familiar topics. 1.3.3 Write and present simple guided texts on familiar topics. 1.3.4 Give directions, commands, and instructions.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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2021 Indigenous and World Language Standards Performance Indicators	2001 Foreign Language Standards Benchmarks/Progress Indicators	Differences
Intermediate 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.	Intermediate 1.3.1 Write and present short messages in response to given situations. 1.3.2 Demonstrate accuracy in pronunciation and intonation when presenting well-rehearsed topics. 1.3.3 Prepare and present brief written reports on topics studied. 1.3.4 Explain a procedure based on prior knowledge and/or experience.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Advanced 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.	Pre-Advanced 1.3.1 Present oral or written reports about familiar and well-researched topics. 1.3.2 Initiate and sustain a substantial conversation by using pronunciation and intonation patterns understood by a native speaker. 1.3.3 Write a well-organized, short composition. 1.3.4 Explain a complex process incorporating detailed instructions.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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2021 Indigenous and World Language Standards	2001 Foreign Language Standards	Differences
Goal	Standards Area	
Goal 2: Cultures Interact with cultural competence and understanding.	Standards Area 2: Cultures Gain knowledge and understanding of other cultures.	Added cultural competence and interaction with other cultures. Increased rigor.
Standard	Standard	
2.1 Relating Cultural Practices to Perspectives Learners investigate, explain, and reflect on the relationship of the practices to the customs, traditions, and perspectives of the cultures studied.	Cultures Standard 2.1 (Practices of Cultures): Students demonstrate an understanding of the relationship between practices and the perspectives of the cultures studied.	Added investigate, explore, and reflecting on the relationship of practices to customs, traditions, and perspectives of the culture. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 2.1.N.a Identify language and behaviors that are appropriate to the cultures studied. 2.1.N.b Identify the relationship of the practices to the customs, traditions, and perspectives of the cultures studied using the language. 2.1.N.c Identify some commonly held generalizations about the cultures studied.	Novice 2.1.1 Imitate culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors. 2.1.2 Imitate age-appropriate cultural activities. 2.1.3 Identify cultural similarities and Differences. 2.1.4 Identify Differences in cultural practices among same language cultures. 2.1.5 Identify some commonly held generalizations about the cultures studied.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Intermediate 2.1.I.a Describe and analyze cultural characteristics and behaviors in everyday life. 2.1.I.b Produce language and behaviors that are appropriate to the target culture. 2.1.I.c Discuss issues and challenges that affect practices in the cultures studied. 2.1.I.d Analyze and discuss some commonly held generalizations about the cultures studied.	Intermediate 2.1.1 Use culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors. 2.1.2 Participate in age-appropriate cultural similarities and Differences in everyday life activities and detail their significance. 2.1.3 Interpret cultural similarities and Differences in everyday life activities and detail their significance. 2.1.4 Examine differences in cultural practices among same language cultures. 2.1.5 Discuss commonly held generalizations about the cultures studied.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Performance Indicators	Benchmarks/Progress Indicators	
Advanced 2.1.A.a Demonstrate awareness of subtle differences among cultural behaviors and adjust one's own behavior accordingly in familiar and unfamiliar situations. 2.1.A.b Exhibit deeper knowledge of historical background of the cultures studied that explains their cultural practices. 2.1.A.c Examine and discuss issues and challenges affecting the cultures studied. 2.1.A.d Integrate culturally embedded words, phrases, and idioms into everyday verbal and nonverbal communication.	Pre-Advanced 2.1.1 Interact using culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors. 2.1.2 Participate in, create and/or perform cultural activities such as games, songs, dances, sports, and entertainment. 2.1.3 Analyze cultural similarities and differences including information based on knowledge from experts in specific fields. 2.1.4 Compare and contrast cultural practices among same language cultures. 2.1.5 Examine connections between cultural perspectives and social behavioral patterns. 2.1.6 Recognize elements of humor, irony, and satire in the target language and culture.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Standard	Standard	
2.2 Relating Cultural Products to Perspectives Learners investigate, explain, and reflect on the relationship of the products to the customs, traditions, and perspectives of the cultures studied.	Cultures Standard 2.2 (Products of Culture): Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	Added investigate, explore, and reflecting on the relationship of products to customs, traditions, and perspectives of the culture. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 2.2.N Identify the relationship of the products to the customs, traditions, and perspectives of the cultures studied using the language.	Novice 2.2.1 Recognize historical events and figures, institutions, geographical features, and political structures of the target countries. 2.2.2 Recognize basic mythological, legendary, and literary figures specific to the target culture. 2.2.3 Identify tangible products of the culture. 2.2.4 Identify and imitate expressive products of the culture. 2.2.5 Identify the contributions that the target language and culture make to our society and the world. 2.2.6 Identify dominant objects, images, and symbols of the target culture.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Intermediate 2.2.1.a Analyze the contributions of the cultures studied. 2.2.1.b Analyze the relationship among cultural perspectives, customs, and traditions as represented in expressive forms of the cultures studied.	Intermediate 2.2.1 Explore historical events and figures, institutions, geographical features, and political structures of the target countries. 2.2.2 Interpret mythological, legendary, and literary figures specific to the target culture. 2.2.3 Discuss the relevance of tangible products of the culture. 2.2.4 Interpret and produce expressive products of the culture. 2.2.5 Evaluate the contributions that the target language and culture make to our society and the world. 2.2.6 Discuss dominant objects, images, and symbols of the target culture.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Advanced 2.2.A.a Explain and reflect on the cultural significance of objects, images, and symbols of the cultures studied. 2.2.A.b Describe and evaluate contributions of influential figures, past and current, from the cultures studied. 2.2.A.c Investigate and discuss the role and significance of the contributions of the cultures studied in today's world. 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.	Pre-Advanced 2.2.1 Analyze/synthesize historical events and figures, institutions, geographical features, social, economic and political structures of the target countries. 2.2.2 Analyze mythological, legendary, and literary figures specific to the target culture. 2.2.3 Analyze tangible products of the culture. 2.2.4 Analyze and create expressive products of the culture. 2.2.5 Analyze the contributions the target language and culture make to our society and the world. 2.2.6 Analyze the cultural significance of objects, images, and symbols of the target culture.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Goal	Standards Area	
Goal 3: Connections Connect with other disciplines and acquire information and diverse perspectives to apply the language in academic and career-related situations.	Standards Area 3: Connections Connecting with other disciplines and acquiring new information.	Added acquiring diverse perspectives and applying the language to academic and career-related situations. Increased rigor.
Standard	Standard	
3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking skills, creativity, collaboration, and problem-solving skills.	Standards 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.	Added use of language to develop critical thinking skills, creativity, collaboration, and problem-solving skills. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 3.1.N.a Connect information and skills from other content areas to experiences related to the target language and cultures. 3.1.N.b Reinforce and expand their knowledge of authentic target language sources for use in other content areas.	Novice 3.1.1 Recognize and transfer concepts learned in other disciplines when used in the foreign language classroom. 3.1.2 (2.1.7) Recognize and transfer concepts presented in the foreign language classroom for use in other disciplines. 3.1.3 (2.1.8) Present short reports in English, orally and/or in writing, on topics studied in other disciplines. 3.1.4 Recognize basic vocabulary and concepts on familiar topics from other disciplines when presented in the target language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Intermediate 3.1.I.a Transfer and apply information and skills from other content areas to experiences related to the target language and cultures. 3.1.I.b Identify and organize authentic target language sources for use in other content areas.	Intermediate 3.1.1 Discuss topics from other disciplines in the target language. 3.1.2 Apply the information gathered through foreign language experience and resources for use in other disciplines. 3.1.3 Present short reports in the target language, orally and/or writing, on topics being studied in other disciplines. 3.1.4 Comprehend and discuss articles or short videos in the target language on topics being studied in other disciplines.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Performance Indicators	Benchmarks/Progress Indicators	
Advanced 3.1.A.a Interpret information and skills from other content areas to apply and expand experiences related to the target language and cultures. 3.1.A.b Analyze and apply authentic target language sources for use in other content areas.	Pre-Advanced 3.1.1 Analyze and discuss topics from other disciplines in the target language, such as political and historical concepts, worldwide health issues and environmental concerns. 3.1.2 Analyze the information gathered through foreign language experience and resources for use in other disciplines. 3.1.3 Present reports in the target language, orally and/or in writing, on topics studied in other disciplines. 3.1.4 Compare and discuss articles and videos representing contrasting perspectives from the target culture, on topics being studied in other disciplines.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Standard	Standard	
3.2 Acquiring Information and Diverse Perspectives Learners access, evaluate, and reflect upon diverse perspectives and information available through language and its cultures.	Standard 3.2 Students acquire information and recognize and access the distinctive viewpoints that are only available through the foreign language and its cultures.	Added evaluate and reflect upon perspectives and information. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 3.2.N.a Identify and examine information acquired from authentic target language sources in the classroom and beyond. 3.2.N.b Access authentic sources and the diverse perspectives of the target language and cultures.	Novice 3.2.1 Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, adapted folk tales, and short stories written for native speakers of the target language. 3.2.2 Use authentic sources and media to gather information from the target cultures. 3.2.3 Use authentic sources and media to identify the perspectives of the target cultures.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Intermediate 3.2.I.a Organize and incorporate information acquired from authentic target language sources in the classroom and beyond. 3.2.I.b Access and evaluate authentic sources and the diverse perspectives of the target languages and cultures.	Intermediate 3.2.1 Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, folk tales, short stories, poems, and adapted novels written for native speakers of the target language. 3.2.2 Apply information from authentic sources and media in the target language. 3.2.3 Use authentic sources and media to interpret the perspectives of the target cultures.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Performance Indicators	Benchmarks/Progress Indicators	
Advanced 3.2.A.a Reflect on and incorporate information acquired from authentic target language sources in the classroom and beyond. 3.2.A.b Access, evaluate, and reflect on authentic sources and the diverse perspectives of the target language and cultures.	Pre-Advanced 3.2.1 Read, listen to, and discuss age-appropriate material in the target language, such as songs, folk tales, short stories, poems, and novels written for native speakers of the target language. 3.2.2 Analyze and apply information from authentic sources and media in the target language. 3.2.3 Use authentic sources and media to interpret, analyze, and discuss the perspective of the target culture.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Goal	Standards Area	
Goal 4: Comparisons Develop insight into the nature of language and cultures to interact with cultural competence.	Standards Area 4: Comparisons Developing insight into the nature of language and cultures.	Added interact with cultural competence. Increased rigor.
Standard	Standard	
4.1 Language Comparisons Learners investigate, explain, and reflect on the nature of language through comparisons of two or more languages.	Standard 4.1 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Added investigate, explore, and reflecting on the on the nature of language . Added comparison of two or more languages. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 4.1.N.a Investigate and describe similarities and differences between two or more languages. 4.1.N.b Identify familiar sound and structural patterns of the target language and compare to other languages. 4.1.N.c Recognize idiomatic expressions among languages.	Novice 4.1.1 Recognize differences between sound systems of language(s) studied and the native language. 4.1.2 Identify words that have been borrowed from one language to another. 4.1.3 Recognize that cognates enhance comprehension and identify common cognates in the language they are learning. 4.1.4 Recognize that a language cannot be translated word for word. 4.1.5 Recognize Differences in writing systems, mechanics and formats. 4.1.6 Identify similarities and Differences in basic grammatical and structural patterns of the target and native languages. 4.1.7 Identify vocabulary that conveys varied meanings. 4.1.8 Recognize the changing nature of language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Intermediate 4.1.I.a Explain similarities and differences between two or more languages. 4.1.I.b Apply familiar sound and structural patterns of the target language and compare to other languages. 4.1.I.c Compare and contrast idiomatic expressions among languages.	Intermediate 4.1.1 Recognize ways in which classical, modern, and native languages contribute to or influence English. 4.1.2 Use bilingual dictionary to select appropriate words in oral and written reports. 4.1.3 Recognize cognates, false cognates, and word families. 4.1.4 Use knowledge of root words, prefixes, suffixes, and borrowed words to interpret unfamiliar words and phrases. 4.1.5 Consciously choose appropriate writing conventions, mechanics and formats when writing in the target language. 4.1.6 Identify similarities and differences in grammatical and structural patterns in the target and native languages, recognizing changes in meaning due to pitch and intonation. 4.1.7 Use vocabulary that conveys varied meanings in several appropriate contexts. 4.1.8 Identify evidence of the changing nature of languages.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Advanced 4.1.A.a Explain, provide details, and give specific examples in the target language of differences and similarities between two or more languages. 4.1.A.b Use knowledge of structural patterns of other languages and the target language for effective communication. 4.1.A.c Apply idiomatic expressions in a variety of social contexts in the target language.	Pre-Advanced 4.1.1 Use writing systems, mechanics and formats correctly, identifying areas of similarity, Differences, and borrowing between native and target languages. 4.1.2 Analyze elements such as time and tense and comparable linguistic elements in English. 4.1.3 Demonstrate an awareness that phrases and idioms do not translate directly from one language to another. 4.1.4 Compare translations with original language texts to recognize when meaning is lost or connotation changes. 4.1.5 Compare and demonstrate the mechanics and conventions of the written language. 4.1.6 Use complex target language structures and intonation patterns. 4.1.7 Use vocabulary in a sophisticated manner with metaphor, irony, humor, etc. 4.1.8 Explain the changing nature of languages, using examples from both the native language and the target language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Standard	Standard	
4.2 Cultural Comparisons Learners investigate, explain, and reflect on the concept of culture through comparisons of two or more languages.	Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.	Added investigate, explain, and reflect. Added two or more languages. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 4.2.N.a Investigate and describe verbal and nonverbal behavior between cultures. 4.2.N.b Recognize and begin to compare and contrast cross-cultural similarities and differences in the practices, products, and perspectives of the target culture.	Novice 4.2.1 Compare holidays and celebrations and distinguish holidays unique to the target culture. 4.2.2 Compare daily living patterns. 4.2.3 Recognize and compare common areas of cultural stereotyping. 4.2.4 Recognize and compare the varying roles of men, women, and children in various cultures. 4.2.5 Compare and contrast seasons and weather conditions. 4.2.6 Recognize and compare how religious beliefs and practices influence the home and target cultures. 4.2.7 Identify appropriate non-verbal communication. 4.2.8 Demonstrate an awareness of formal and informal language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Intermediate 4.2.I.a Summarize and explain the similarities and differences in verbal and nonverbal behaviors among cultures. 4.2.I.b Recognize, compare, and contrast cross-cultural similarities and differences in the practices, products, and perspectives of the cultures studied.	Intermediate 4.2.1 Elaborate on selected cultural topics such as important dates, events, people, and geographical areas. 4.2.2 Identify how cultural attitudes influence the behavior of individuals in literature, music, and art. 4.2.3 Compare and contrast behavioral patterns between target culture and students' own culture. 4.2.4 Analyze roles of men, women, and children in various cultures. 4.2.5 Explain how climate and geography affect daily life in home and target cultures. 4.2.6 Recognize and compare how religious beliefs and practices influence the home and target cultures. 4.2.7 (5.2.1) Use appropriate non-verbal communication. 4.2.8 Use appropriate verbal and body language for formal and informal situations in both cultures.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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<p>Advanced</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>	<p>Pre-Advanced</p> <p>4.2.1 (5.2.1) Explain the evolution and significance of important symbols and monuments in the target culture and compare them with the native culture.</p> <p>4.2.2 Interpret the effect of differing cultural attitudes on selected social situations and world events.</p> <p>4.2.3 Identify and analyze examples of cultural tolerance and intolerance.</p> <p>4.2.4 Analyze roles of men, women and children in various cultures within literature and media.</p> <p>4.2.5 Analyze how climate and geography affect history, culture, and behavior of a people.</p> <p>4.2.6 Analyze how religious beliefs and practices influence the culture.</p> <p>4.2.7 Analyze impact of non-verbal communication cues.</p> <p>4.2.8 Analyze and compare formal and informal language and behavior in both cultures.</p>	<p>Identified performance indicators aligned with ACTFL, did not identify learning tasks.</p>

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Goal	Standards Area	
Goal 5: Communities Interact and celebrate multilingual communities with cultural competence at home and around the world.	Standards Area 5: Communities Participating in multilingual communities at home and around the world.	Added interact and celebrate with cultural competence. Increased rigor.
Standard	Standard	
5.1 School and Community Learners use the language to interact, collaborate, and contribute both within and beyond the classroom.	Standard 5.1 Students use foreign languages both within and beyond the school setting.	Specify uses - interact, collaborate, contribute. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 5.1.N.a Interact in the target language in school and community situations. 5.1.N.b Explore connections with the cultures studied using technology, media, and authentic sources. 5.1.N.c Identify opportunities to use the target language within and beyond the school community.	Novice 5.1.1 Write simple stories based on a model or create imaginary situations to present to others. 5.1.2 Perform or present information about the language and culture to others. 5.1.3 Identify the target language in their daily lives. 5.1.4 Communicate on a personal level with speakers of the language. 5.1.5 Identify professional that require proficiency in another language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Intermediate 5.1.I.a Interact and collaborate in the target language in school and community situations. 5.1.I.b Establish connections with the cultures studied using technology, media, and authentic sources. 5.1.I.c Participate in opportunities to use the target language within and beyond the school community.	Intermediate 5.1.1 Write and illustrate skits to present to others. 5.1.2 Participate in linguistically or culturally related activities that benefit the school or community. 5.1.3 Exchange information with others about how the language is used in fields of work. 5.1.4 Discuss activities and attitudes in written or oral form with speakers of the language beyond the classroom setting. 5.1.5 Establish contact with individuals who require a proficiency in another language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

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Performance Indicators	Benchmarks/Progress Indicators	
Advanced 5.1.A.a Interact, collaborate, and contribute appropriately to the target language in community situations. 5.1.A.b Seek new connections while maintaining existing connections with the cultures studied using technology, media, and authentic sources. 5.1.A.c Provide services within and beyond the school community using the target language.	Pre-Advanced 5.1.1 Write and illustrate stories, songs, or poems to present to others in the community. 5.1.2 Participate in a linguistic immersion situation demonstrating proficiency in the language and culture. 5.1.3 Use community resources to research a topic related to culture and/or language study. 5.1.4 Communicate or in writing with members of the target culture regarding topics of personal interest, community or world issues. 5.1.5 Examine the role of foreign language usage in one's career, life and future.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Standard	Standard	
5.2 Lifelong Learner Learners set goals and reflect on personal progress in using languages for enjoyment, enrichment, advancement, and in celebrations.	Standard 5.2 Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.	Added goal setting and reflection on personal progress. Added use of languages for advancement and in celebrations. Increased rigor.
Performance Indicators	Benchmarks/Progress Indicators	
Novice 5.2.N.a Set goals on personal p[progress for enjoyment, enrichment, advancement, and in celebration. 5.2.N.b Explore benefits and opportunities that go along with learning a target language.	Novice 5.2.1 Use language and knowledge of cultures to explore career opportunities in diverse and changing economies. 5.2.2 Use pen pal/e-pal relationship for personal enrichment and enjoyment. 5.2.3 View via media or attend cultural events and social activities related to the target culture. 5.2.4 Play or become interested spectators of target-culture sports and games. 5.2.5 Perform or participate in music in the classroom. 5.2.6 Become familiar with pop culture elements from the target culture. 5.2.7 Read and/or memorize simple stories or rhymes written in the target language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.

**Crosswalk Between 2001 Foreign Language Standards and
2021 Indigenous and World Language Standards**

2021 Indigenous and World Language Standards	2001 Foreign Language Standards	Differences
Performance Indicators	Benchmarks/Progress Indicators	
Intermediate 5.2.1.a Regularly self-assess goals on the progress made and material learned, and then set new goals. 5.2.1.b Investigate benefits and opportunities that go along with learning the target language. 5.2.1.c Use various media in the target language.	Intermediate 5.2.1 Use language and knowledge of cultures to explore career opportunities in diverse and changing economies. 5.2.2 Use pen pal relationships for personal enrichment and enjoyment. 5.2.3 View via media or attend cultural events and social activities related to the target language and culture. 5.2.4 Play or become interested spectators of target-culture sports and games. 5.2.5 Listen to music, play songs of target culture. 5.2.6 Become familiar with pop culture elements from the target culture. 5.2.7 Read age-appropriate target language fiction or nonfiction for pleasure or information.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Advanced 5.2.A.a Utilize a variety of sources for personal interests and to reach personal goals. 5.2.A.b Apply the benefits and opportunities that go along with learning the target language in daily life and community celebrations. 5.2.A.c Initiate and sustain long-term associations with others proficient in the language. 5.2.A.d Analyze, discuss, and debate current issues using the target language.	Pre-Advanced 5.2.1 Use language and knowledge of cultures to explore career opportunities in diverse and changing economies. 5.2.2 Use pen pal/e-pal relationship for personal enrichment and enjoyment. 5.2.3 View via media or attend cultural events and social activities related to the target language and culture. 5.2.4 Play or become engaged spectators of target culture sports and games. 5.2.5 Listen to music, play songs of target culture. 5.2.6 Show familiarity with age-appropriate elements of pop culture from the target culture. 5.2.7 Read a variety of age-appropriate materials written for native speakers of the target language.	Identified performance indicators aligned with ACTFL, did not identify learning tasks.
Standard	Standard	
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.	Standard 5.3 Students value native and heritage languages and show interest in efforts to preserve those that are endangered.	Added Indigenous languages. Added revitalize endangered languages. Added active engagement in language and cultural activities. Increased rigor.

**Crosswalk Between 2001 Foreign Language Standards and
2021 Indigenous and World Language Standards**

2021 Indigenous and World Language Standards	2001 Foreign Language Standards	Differences
Performance Indicators	Benchmarks/Progress Indicators	
Novice 5.3.N.a Attend intergenerational community activities pertaining to any language or culture. 5.3.N.b Investigate and share information on cultural activities. 5.3.N.c Interact with Indigenous, heritage, or native language users; attend presentations given by and for them.	Novice 5.3.1 Attend community activities pertaining to language or culture. 5.3.2 Investigate and share information on cultural activities. 5.3.3 Interact with native speakers; attend presentations given by and for them.	Identified performance indicators, did not identify learning tasks.
Intermediate 5.3.I.a Participate in intergenerational community events pertaining to any language and culture. 5.3.I.b Participate in events that celebrate languages and cultures. 5.3.I.c Interact and engage in dialogue with Indigenous, heritage, or native language users.	Intermediate 5.3.1 Participate in community activities pertaining to language or culture. 5.3.2 Participate in activities that expose younger students to languages and cultures. 5.3.3 Interact with native speakers such as immigrants, refugees, guest speakers.	Identified performance indicators, did not identify learning tasks.
Advanced 5.3.A.a Assist in organizing intergenerational community events pertaining to any language or culture. 5.3.A.b Engage in community events that celebrate cultural and linguistic diversity, including but not limited to Indigenous, refugee, and immigrant events. 5.3.A.c Initiate, celebrate, and maintain meaningful interactions with Indigenous, heritage, or native language users.	Pre-Advanced 5.3.1 Help organize community activities pertaining to language or culture. 5.3.2 Participate in promotional language or cultural community activities. 5.3.3 Facilitate contact with native speakers for themselves and others.	Identified performance indicators, did not identify learning tasks.