

Arkansas
World Languages Standards
for
Special-Interest Courses

Revised 2018

Special-Interest Course Description

Special-Interest Courses

Special-Interest Courses allow students to develop skills by doing tasks and activities in the target language. Rather than being based on academic content (like the Content-Based Instruction courses) or focused on a career (like Specific-Purposes courses), these courses are built around special interests (e.g., Spanish Service Learning, French Yoga, German Tabletop Games, Chinese Cinema, etc.)

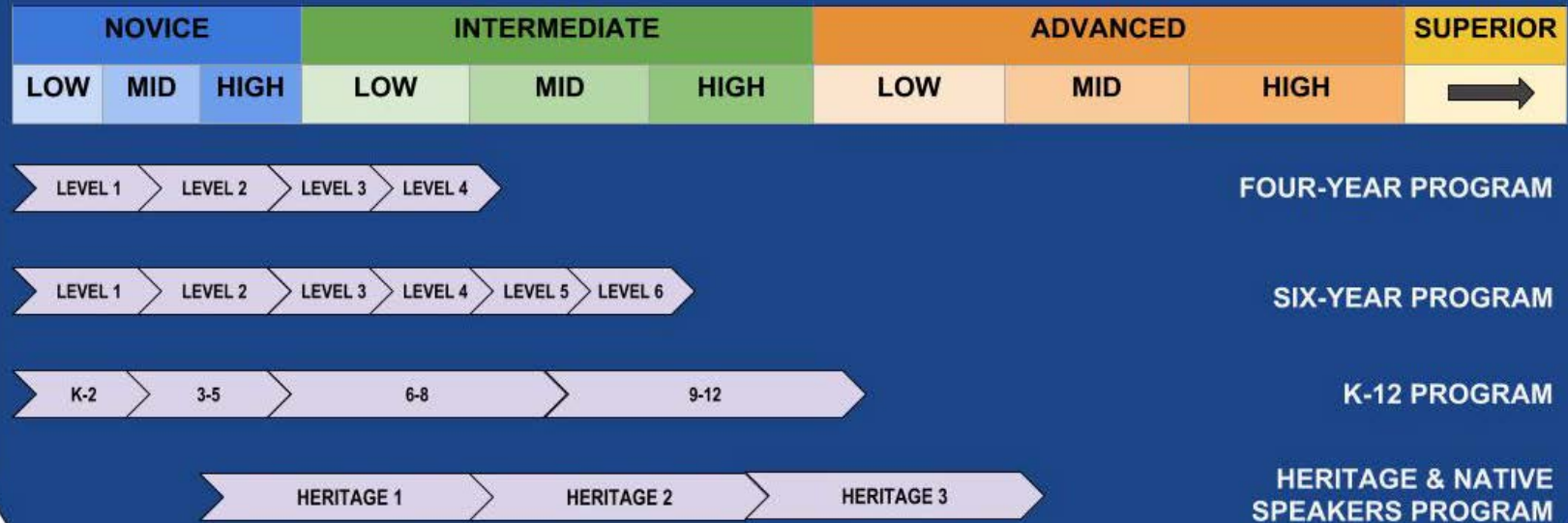
These courses may be taught by anyone licensed to teach that specific language, with no additional licensure requirements. Course approval is not required to offer these courses. See the Course Code Management System for an updated list of available course codes.

These courses have no prerequisite; however, districts may choose to establish their own prerequisites. Classes can be developed as half-credit or one-credit courses, at the discretion of the district.

Notes:

1. The three standards within the communication strand are designated as interpretive, interpersonal, and presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the “Performance Descriptors for Language Learners” promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. These standards are based on the following documents, with permission:
 - ACTFL World-Readiness Standards for Learning Languages (<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>)
 - NCSSFL-ACTFL Can-Do Statements (<https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>)

CORRELATION OF TIME TO LANGUAGE PROFICIENCY



The chart above is meant to guide educational stakeholders in identifying realistic expectations for proficiency benchmarks according to program length and type. Each pathway is broken into segments to show what a student might realistically expect from a given number of years in a program. This chart may also be used as guidance for placement in a language program and the setting of proficiency benchmarks; however, each stakeholder is encouraged to evaluate the needs and expectations of his or her own program. Many factors impact how well language learners acquire communication skills and how quickly they will reach different ranges of proficiency. These factors include instructional setting, authentic experiences, age and cognitive development, time on task, and motivation. Users of this chart may notice that the Novice proficiency level is narrow, the Intermediate proficiency level is wider, and the Advanced proficiency level is wider still. These differences represent the increased difficulty of linguistic production and of text types. The Superior proficiency level has not been expanded as this level is rarely achieved by K-12 learners. Programs that allow for more time on task should expect to have students reach higher levels of proficiency, although individual differences may affect proficiency outcomes. Heritage and native speakers generally possess higher aptitude in oral proficiency, but their reading and writing skills may not be as developed as their oral skills. Therefore, special courses should be designed to develop, maintain, and expand the language and literacy abilities of these students.

In general, those studying Chinese will progress through the proficiency levels at a slower rate, especially for reading and writing. The Foreign Service Institute (FSI), rates Chinese as a Category IV, which it describes as “languages which are exceptionally difficult for native English speakers.” By contrast, Spanish and French are Category I, and German is Category II.

<https://www.state.gov/documents/organization/247092.pdf>

Core Practices for World Language Students

The purpose of these Core Practices is to assist students in overcoming language acquisition challenges and achieving higher competence and clearer understanding as they pursue world language proficiency. Teachers are encouraged to post these Core Practices in a prominent place, to have ongoing and regular discussions with their students about them, and to teach and evaluate their students in a manner that is compatible with these student practices.

World Language learners are:

- willing to take risks, make mistakes, and persevere;
- willing to seek opportunities to use the target language outside of class;
- able to set realistic goals, self-assess, and reflect;
- resourceful and willing to collaborate within the classroom and beyond;
- open-minded, curious, and respectful of the target culture;
- consistently improving their language skills;
- engaged in the language-learning process.

<p align="center">Standard CMC COMMUNICATION</p>	<p>CMC.1 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Communication)</p> <p>CMC.2 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Communication)</p> <p>CMC.3 Learners present information, concepts, and ideas to inform, explain, persuade, or narrate on a variety of topics, using appropriate media and adapting to various audiences of listeners, readers, or viewers. (Presentational Communication)</p>
<p><i>Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes</i></p>	
<p align="center">Standard CLT CULTURES</p>	<p>CLT.1 Learners learn about and experience characteristics of the target culture(s) as relevant to the content focus of the class.</p> <p>CLT.2 Learners explore stereotypes and biases within the target culture(s) related to the content focus of the class.</p>
<p><i>Interact with intercultural competence and understanding</i></p>	
<p align="center">Standard CNN CONNECTIONS</p>	<p>CNN.1 Learners use the target language to build, reinforce, and expand their knowledge of the content focus of the class, while developing critical thinking skills and solving problems creatively.</p> <p>CNN.2 Learners use the target language to explore personal interests.</p>
<p><i>Connect with non-academic disciplines to acquire information and diverse perspectives, using the target language to function in social situations or areas of interest</i></p>	
<p align="center">Standard CMP COMPARISONS</p>	<p>CMP.1 Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own.</p> <p>CMP.2 Learners compare products and practices of the target culture(s) to those of the learners' own culture, as related to the content focus of the class.</p>
<p><i>Develop insight into the nature of language and culture in order to interact with intercultural competence</i></p>	
<p align="center">Standard CMN COMMUNITIES</p>	<p>CMN.1 Learners use the language both within and beyond the classroom to interact and collaborate in their community and the world.</p> <p>CMN.2 Learners show evidence of becoming lifelong learners by using the target language for personal enjoyment, enrichment, and advancement.</p>
<p><i>Communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world</i></p>	

COMMUNICATION		COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES	
AWL-SI.CMC.1			
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Novice		Intermediate	
<p>I can use context clues to identify the general topic and some basic information in the target language in both familiar and common situations.</p>		<p>I can understand the main idea and some pieces of information in the target language on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>	
<p>I can understand the main message and supporting details on a wide variety of familiar and general-interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</p>			
<p>This may include:</p> <ul style="list-style-type: none"> ● watching videos ● following recipes ● listening to music ● viewing instruction manuals or rule books ● listening to podcasts ● reading articles 			

COMMUNICATION		COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES	
AWL-SI.CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Novice	Intermediate	Advanced	
I can communicate in spoken, written, or signed conversations on both familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	
This may include: <ul style="list-style-type: none"> ● text messaging ● answering questions ● role-playing ● dialogues ● class discussions ● phone calls ● electronic correspondence ● class debates ● establishing and negotiating rules and guidelines 			

COMMUNICATION		COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES	
AWL-SI.CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, or narrate on a variety of topics, using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Novice	Intermediate	Advanced	
I can present information on both familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	I can communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	
This may include: <ul style="list-style-type: none"> ● skits ● creating posters ● creating videos ● making presentations ● using graphic organizers ● creating infographics ● publishing books, websites, or print materials ● posting to social media ● creating informational materials about or for the school 			

CULTURES	INTERACT WITH INTERCULTURAL COMPETENCE AND UNDERSTANDING	
AWL-SI.CLT.1 Learners learn about and experience characteristics of the target culture(s) as relevant to the content focus of the class.		
Novice	Intermediate	Advanced
I can identify some typical practices related to familiar everyday scenarios.	I can compare practices related to everyday life in the target culture(s) and the my own culture.	I can demonstrate a variety of appropriate practices within the target culture related to the content area.
This may include: <ul style="list-style-type: none"> ● fine arts (e.g., dance, art, theatre, music) ● fashion ● sports ● cooking and dining customs ● production and distribution of music, movies, literature ● cultural norms ● marketing products or services ● recruitment for groups or activities ● activism for a cause 		

CULTURES	INTERACT WITH INTERCULTURAL COMPETENCE AND UNDERSTANDING	
AWL-SI.CLT.2 Learners explore stereotypes and biases within the target culture(s) related to the content focus of the class.		
Novice	Intermediate	Advanced
I can recognize that significant differences in behaviors exist among cultures, and use appropriate rehearsed language and behaviors to avoid inappropriate behaviors in familiar everyday situations.	I can use culturally-appropriate language and behaviors to avoid major social blunders.	I can interact nonjudgmentally with others, applying appropriate language and etiquette to complicated situations within and beyond the interest group.
This may include: <ul style="list-style-type: none"> • identifying and discussing biases and taboos • think, pair, share • demographic research • analyzing media (e.g., videos, websites, commercials) • role-playing • creating outreach and/or educational materials 		

CONNECTIONS		CONNECT WITH NON-ACADEMIC DISCIPLINES TO ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES, USING THE TARGET LANGUAGE TO FUNCTION IN SOCIAL SITUATIONS OR AREAS OF INTEREST	
AWL-SI.CNN.1 Learners use the target language to build, reinforce, and expand their knowledge of the content focus of the class, while developing critical thinking skills and solving problems creatively.			
Novice	Intermediate	Advanced	
I can interact with authentic sources in a variety of real-life situations.	I can research and present information from authentic sources and use prior knowledge to develop critical thinking and to solve problems creatively as a responsible and contributing citizen.	I can communicate clearly about familiar and unfamiliar authentic sources and use prior knowledge to develop critical thinking and to solve problems creatively as a responsible and contributing citizen.	
This may include: <ul style="list-style-type: none"> ● scenarios ● how-to videos ● document interpretation (e.g., troubleshooting guides, instruction manuals, rule books) ● blogs and websites ● improvisational skits ● presentations ● class discussions ● cross-curricular projects 			

CONNECTIONS		CONNECT WITH NON-ACADEMIC DISCIPLINES TO ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES, USING THE TARGET LANGUAGE TO FUNCTION IN SOCIAL SITUATIONS OR AREAS OF INTEREST	
AWL-SI.CNN.2 Learners use the target language to explore personal interests.			
Novice	Intermediate	Advanced	
<p>I can explore authentic resources to gain an understanding of diverse perspectives to access new information, to build vocabulary, and to develop language skills.</p>	<p>I can compare and contrast authentic resources to gain insight into diverse perspectives to access new information, and to broaden vocabulary and language skills.</p>	<p>I can analyze authentic resources in order to apply enhanced vocabulary and language skills to express depth of understanding of other disciplines and diverse perspectives.</p>	
<p>This may include:</p> <ul style="list-style-type: none"> ● watching videos ● reading blogs and websites ● listening to podcasts ● participating in clubs and after-school activities ● online research ● role-playing ● guest speakers ● community service projects ● conducting interviews ● tutoring or mentoring 			

COMPARISONS		DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH INTERCULTURAL COMPETENCE	
AWL-SI.CMP.1 Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own.			
Novice	Intermediate		Advanced
I can compare words that are similar in the target language and my own language.	I can analyze the structures of the target language and my own language.		I can recognize and adapt to regional differences in the target language, as related to the focus of the class.
This may include: <ul style="list-style-type: none"> ● cognates ● borrowed words ● specialized vocabulary ● instructional documents ● applications ● vocabulary choice ● pronunciation differences ● blogs and websites 			

COMPARISONS		DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH INTERCULTURAL COMPETENCE	
AWL-SI.CMP.2 Learners compare products and practices of the target culture(s) to those of the learners' own culture, as related to the content focus of the class.			
Novice	Intermediate		Advanced
I can compare products and practices that are similar in the target culture(s) and my own culture.	I can research reasons for underlying similarities and differences between the target culture(s) and my own culture.		I can explore ways to bridge differences between the target culture(s) and my own culture.
This may include: <ul style="list-style-type: none"> ● holidays and celebrations ● rites of passage ● daily practices ● reviewing study materials ● hobbies and pastimes ● social norms ● evaluating sources of information (e.g., public service announcements, government agencies, ad campaigns) ● product reviews ● creating Venn diagrams or other visual representations of data ● participating in online discussion boards ● creating educational or outreach materials 			

COMMUNITIES	COMMUNICATE AND INTERACT WITH INTERCULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD	
AWL-SI.CMN.1 Learners use the language both within and beyond the classroom to interact and collaborate in their community and the world.		
Novice	Intermediate	Advanced
I can participate in multilingual communities within and beyond the classroom.	I can engage in multilingual communities in person and remotely.	I can contribute to multilingual communities beyond the local community.
This may include: <ul style="list-style-type: none"> • print and electronic media • audio and visual sources • face-to-face conversations • penpals • message boards and online communities • creating informational materials • creating podcasts, videos, or other media 		

COMMUNITIES		COMMUNICATE AND INTERACT WITH INTERCULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD	
AWL-SI.CMN.2 Learners show evidence of becoming lifelong learners by using the target language for personal enjoyment, enrichment, and advancement.			
Novice	Intermediate	Advanced	
I can communicate with intercultural competence in order to participate in multilingual communities at home and around the world.	I can collaborate with intercultural competence in order to participate in multilingual communities at home and around the world.	I can interact with intercultural competence in order to network in multilingual communities at home and around the world, in order to further my own goals and help other people.	
This may include: <ul style="list-style-type: none"> • following blogs and websites • planning and/or reflecting on travel experiences • writing résumés • applying for jobs • developing websites • participating in affinity groups 			

New Options Course Descriptions:

Content-Based Courses are courses in which academic subject matter is taught through a target language, such that students learn academic content and language skills simultaneously.

These standards are designed for embedded courses; in other words, combining an academic course that already exists with a target language for dual credit in world language and a content area (e.g., Spanish Biology, French Art History).

Special-Interest Courses allow students to develop skills by doing tasks and activities in the target language. Rather than being based on academic content (like the Content-Based Instruction courses) or focused on a career (like Specific-Purposes courses), these courses are built around special interests (e.g., Spanish Service Learning, French Yoga, German Tabletop Games, Chinese Cinema).

Specific-Purposes Courses help students gain linguistic and cultural skills necessary in a specific career field (e.g., Spanish for Law Enforcement, Chinese for Business, ASL for Customer Service).