

Arkansas
World Languages Standards
for
Content-Based Courses

Revised 2018

Content-Based Course Descriptions:

Content-Based Courses: These courses are designed to teach academic subject matter 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, German Physical Education, etc.)

Embedded courses require course approval from ADE and from the State Board of Education. See the ADE website for more information about the course approval process, information, and deadlines.

Embedded courses also require a licensed teacher in both areas that are being taught. However, there are several ways to meet this requirement, such as the following:

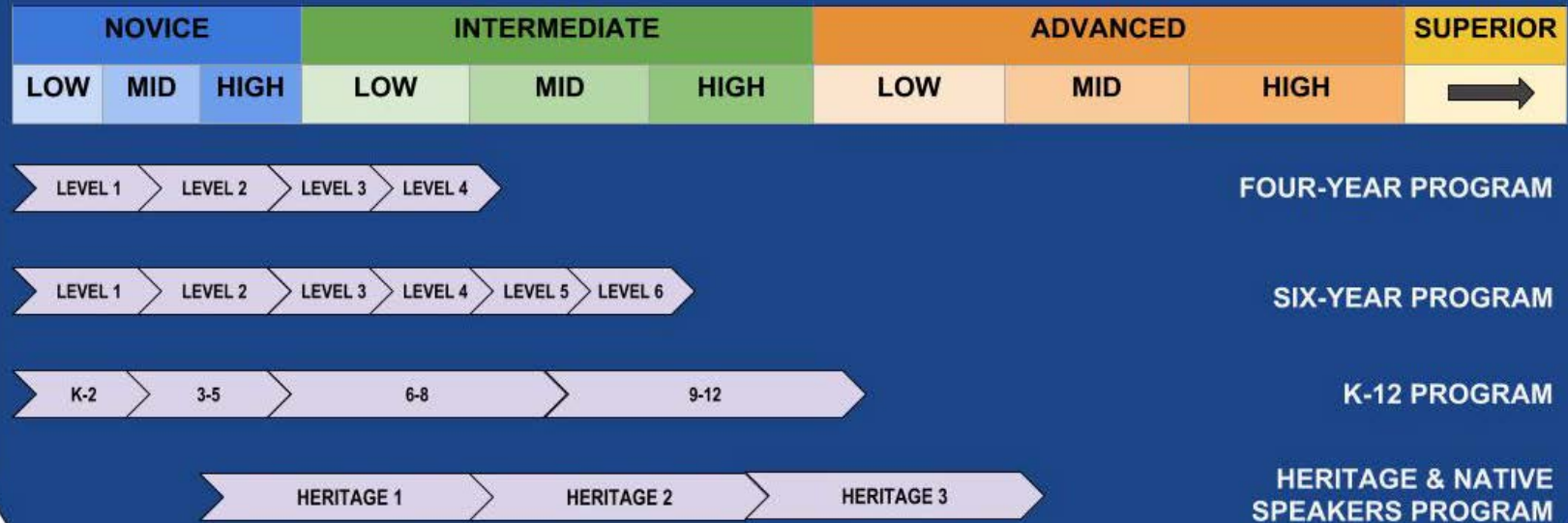
- A teacher who is licensed in both content areas.
- A teacher who is working toward licensure in a new area, through an Additional Licensure Plan (ALP).
- Team-teaching

These courses have no prerequisite as far as language courses are concerned; 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, or 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 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>CMC.3 Presentational Communication: Learners present information, concepts, or 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.</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 culture as relevant to the content area.</p> <p>CLT.2 Learners engage in activities that promote a culturally-sensitive environment related to the focus of the class, using the target language.</p>
<p><i>Interact with intercultural competence and understanding</i></p>	
<p align="center">Standard CNN CONNECTIONS</p>	<p>CNN.1 Learners build, reinforce, and expand their knowledge of an academic discipline while using the language to develop critical thinking and to solve problems creatively.</p> <p>CNN.2 Learners explore concepts, theories, processes, or methods common to the target culture within the content area.</p>
<p><i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</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 explore activities, behaviors, or customs common to native speakers of the target language within the content area.</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-CB.CMC.1			
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Novice	Intermediate	Advanced	
<p>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p>	<p>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>	<p>I can analyze 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 ● reading subject-based texts ● listening to podcasts 			

COMMUNICATION		COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES	
AWL-CB.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"> • texts • answering questions • role-play • dialogues • class discussions • phone calls • electronic correspondence • class debates 			

COMMUNICATION		COMMUNICATE EFFECTIVELY IN THE TARGET LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES	
AWL-CB.CMC.3 Presentational Communication: Learners present information, concepts, or 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 ● graphic organizers ● infographics 			

CULTURES	INTERACT WITH INTERCULTURAL COMPETENCE AND UNDERSTANDING	
AWL-CB.CLT.1 Learners learn about and experience characteristics of the culture as relevant to the content area.		
Novice	Intermediate	Advanced
I can identify some typical practices within the target culture(s) which relate to familiar everyday scenarios in the content area.	I can compare practices within the target culture(s) which relate to everyday life and academic pursuits in the content area.	I can demonstrate a variety of appropriate practices in the target language and culture(s) within academic and professional situations.
This may include: <ul style="list-style-type: none"> • how and when the subject is taught in the target culture(s) • relative importance of this content area compared to others in the target culture(s) • issues in the target culture(s) related to this subject area (e.g., concerns, conflicts) • study materials • sources of information (e.g., public service announcements, government agencies, ad campaigns) 		

CULTURES	INTERACT WITH INTERCULTURAL COMPETENCE AND UNDERSTANDING	
AWL-CB.CLT.2 Learners engage in activities that promote a culturally-sensitive environment related to the focus of the class, using the target language.		
Novice	Intermediate	Advanced
I can identify some typical practices within the target culture(s) related to familiar everyday situations in the content area.	I can compare practices within the target culture(s) related to the content area.	I can demonstrate a variety of appropriate practices within the target language and culture(s) in academic and professional situations.
This may include: <ul style="list-style-type: none"> • identifying and discussing biases and taboos • demographic research • role-playing 		

CONNECTIONS		CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS	
AWL-CB.CNN.1 Learners build, reinforce, and expand their knowledge of an academic discipline while using the language to develop critical thinking and to solve problems creatively.			
Novice	Intermediate	Advanced	
I can interact with authentic sources in a variety of real-life situations.	I can identify 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 research and clearly communicate 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 • document interpretation • presentations • class discussions 			

CONNECTIONS		CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS	
AWL-CB.CNN.2 Learners explore concepts, theories, processes, or methods common to the target culture(s) within the content area.			
Novice	Intermediate	Advanced	
I can identify connections between the target language and culture(s) and the content area.	I can investigate and present connections between the target language and culture(s) and the content area.	I can analyze connections between the target language and culture(s) and the content area, and delve into lesser-known connections to broaden my knowledge and create opportunities for comparison.	
This may include: <ul style="list-style-type: none"> • guest speakers • online research • conducting interviews 			

COMPARISONS		DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH INTERCULTURAL COMPETENCE	
AWL-CB.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 and culture(s), as related to the focus of the class.	
This may include: <ul style="list-style-type: none"> • cognates • borrowed words • specialized vocabulary • academic language • vocabulary choice • pronunciation differences 			

COMPARISONS		DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH INTERCULTURAL COMPETENCE	
AWL-CB.CMP.2 Learners compare products and practices of the target culture 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"> • norms and conventions for academic writing • systems of measurement • classification systems • historical background 			

COMMUNITIES		COMMUNICATE AND INTERACT WITH INTERCULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD	
AWL-CB.CMN.1 Learners use the language both within and beyond the classroom to interact and collaborate in their community and the world.			
Novice		Intermediate	
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 			

COMMUNITIES		COMMUNICATE AND INTERACT WITH INTERCULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD	
AWL-CB.CMN.2 Learners explore activities, behaviors, or customs common to native speakers of the target language within the content area.			
Novice		Intermediate	Advanced
I can identify activities, behaviors, or customs common to native speakers of the target language within the content area.		I can compare and contrast activities, behaviors, or customs common to native speakers of the target language within the content area.	I can analyze activities, behaviors, or customs common to native speakers of the target language within the content area.
This may include: <ul style="list-style-type: none"> • holidays, celebrations, and recognitions • pair-and-share • research • documentaries 			

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).