

# World Language

## Colorado Sample Graduation Competencies and Evidence Outcomes

### World Language Graduation Competency 1

Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

#### Novice Low

- a. Copy and exchange simple messages (DOK 1).
- b. Imitate modeled words and phrases using intonation and pronunciation (DOK 1).
- c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases (DOK 1-2).
- d. Use words and phrases without awareness of grammatical structures (DOK 1-2).
- e. Answer simple questions about very familiar topics (DOK 1-2).

#### Novice High

- a. Exchange written communication (DOK 1-2).
- b. Ask and answer questions to clarify information about familiar topics (DOK 1-2).
- c. State and follow a short sequence of oral or written requests (DOK 1-2).

#### Intermediate Low

- a. Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics (DOK 2-4).
- b. Persuade, negotiate, or offer advice or opinions about issues or points of view (DOK 3-4).
- c. Paraphrase, ask questions, circumlocute, and self-correct as needed to sustain communication (DOK 2-3).
- d. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas (interviews, conversations) (DOK 1-3).
- e. Give and follow a series of directions, instructions, and requests (DOK 1-3).
- f. Meet practical writing needs such as short letters, blogs or notes by recombining learned vocabulary and structures (DOK 1-3).



## World Language Graduation Competency 2

Understand and interpret written and spoken language on a variety of topics.

### Novice Low

- a. Understand short, simple conversations and narratives when using objects, visuals, and gestures (DOK 1-2).
- b. Respond to questions seeking clarification (e.g. Do you understand? What is this?) (DOK 1-2).
- c. Follow simple commands (DOK 1).
- d. Recognize the symbols of the target language writing system (DOK 1).

### Novice High

- a. Identify main ideas from oral, visual, or written sources (DOK 1-2).
- b. Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages) (DOK 1-2).
- c. Interpret meaning using oral, visual, and contextual clues (DOK 2-3).

### Intermediate Low

- a. Identify the purpose and main idea, point of view, characters, setting, and predict outcomes in a variety of texts and/or media. (DOK 2-3).
- b. Apply content and background knowledge to infer meaning DOK 2-3).
- c. Interpret and imitate culturally appropriate verbal communication (such as idioms, colloquial language, slang) (DOK 1-3).
- d. Interpret meaning through knowledge of grammatical structures, cognates, and context (DOK 1-2).
- e. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions (DOK 3).
- f. Interpret meaning through knowledge of grammatical structures, cognates, and context (prefixes, suffixes, root words, cognates, intonation, word order) (DOK 1-2).



## World Language Graduation Competency 3

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Novice Low

- a. Reproduce high-frequency words and phrases (DOK 1).
- b. Use words derived from cognates, prefixes, and thematic vocabulary (DOK 1-2).
- c. Recite single-word or high-frequency responses to visual cues (DOK 1).

### Novice High

- a. Write or tell briefly about an event or personal experience (DOK 1-3).
- b. Create texts incorporating some description and detail (DOK 2-3).
- c. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) (DOK 1- 4).

### Intermediate Low

- a. Apply learned as well as original language, idiomatic expressions, nonverbal behaviors and structural patterns in increasingly complex sentences and paragraphs to present in oral and written form with comprehensibility and some degree of fluidity (DOK 3-4).
- b. Formulate and defend a position on a researched issue (DOK 3-4).
- c. Narrate orally, visually or in writing, with relevant details, an event or personal experience (DOK 2-4).
- d. Apply age-appropriate writing process strategies to publish a document for a range of audiences (DOK 2-4).
- e. Use information acquired from target language sources to solve everyday problems and situations (such as using media to make plans to see a movie) (DOK 1-2).
- f. Summarize, explain, and critique information from a variety of oral, written, and visual sources (DOK 2-4).
- g. Produce and publish informal and formal communication comprehensible to a sympathetic).



## World Language Graduation Competency 4

Demonstrate an understanding of the relationship between the practices, products, and perspectives of the cultures studied.

### Novice Low

- a. Acknowledge and imitate basic greetings and gestures (DOK 1).
- b. Identify some common social practices at home and school (DOK 1).
- c. Identify a few major traditions and celebrations (DOK 1).
- d. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation) (DOK 1-2).
- e. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.) (DOK 1-2).

### Novice High

- a. Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations (DOK 1-2).
- b. Investigate common social practices in relevant situations (DOK 1-2).
- c. Examine major traditions and celebrations and the practices associated with them (DOK 1-2).
- d. Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts (DOK 2-3).

### Intermediate Low

- a. Analyze interactions typical of the culture studied (such as salutations, dating, adult/youth interactions) (DOK 2-3).
- b. Connect and relate the cultural relevance and historical context of traditions and celebrations to current events (DOK 2-4).
- c. Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations (DOK 1-3).
- d. Compare daily practices of people in the target culture(s) with their own (DOK 2-3).
- e. Interpret and explain the cultural relevance or historical context of traditions and celebrations (DOK 2-4).
- f. Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products (DOK 2-4).
- g. Examples of music from a given musical genre, style, historical period, and/or culture and explain the reasoning for the classification (DOK 1-2).



# World Language Graduation Competency 5

Further knowledge of other disciplines and the nature of language.

## Novice Low

- a. Synthesize level-appropriate resources connected to other content areas in the target language (such as politics, government structures, and history) (DOK 3-4).
- b. Apply concepts, information, and vocabulary from other content areas to further comprehend and analyze oral and written selections in the target language (DOK 3-4).
- c. Analyze resources connected to other content areas in the target language (literature, people of importance, environment) (DOK 2-4).
- d. Use concepts, information, and vocabulary from other content areas to further comprehend oral and written selections in target language (DOK 1-3).
- e. Evaluate and demonstrate understanding of the relationship between the target language and the student's own language (DOK 1-3).
- f. Compare and contrast etymological linguistic roots of English words with target language words as they apply (DOK 2-3).
- g. Expand their understanding and apply complex structural patterns in both the native language and their own language to make comparisons (DOK 2-3).

## Novice High

- a. Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media) (DOK 1-3).
- b. Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas (DOK 1-2).
- c. Demonstrate their understanding of and apply structural patterns in both the native language and their own language to make comparisons (DOK 1-3).
- d. Demonstrate their understanding of the relationship between languages based on grammatical structures (DOK 1-3).
- e. Recognize that pronunciation and intonation may vary according to region or country (DOK 1).
- f. Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure (DOK 1).

## Intermediate Low

- a. Identify resources connected to other content areas in the target language i.e.: math systems, maps, weather patterns and forecasts) (DOK 1-2).
- b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas (DOK 1-2).
- c. Recognize basic vocabulary in both the native language and their own language to make comparisons (DOK 1-2).
- d. Recognize some simple structures in the target language that differ from their own language (DOK 1-2).
- e. Recognize different pronunciation and intonation of individual words and basic phrases (DOK 1).
- f. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure (DOK 1).



# World Language Graduation Competency 6

Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

## Novice Low

- a. Identify the perspective evident in authentic resources (DOK 2-3).
- b. Use authentic resources to investigate, analyze, and present new information (DOK 3-4).
- c. Analyze the relationship between cultural perspectives, practices, and expressive products (music, visual arts, age level forms of literature) by analyzing selective products from the target culture(s) and their own (DOK 3-4).
- d. Compare the nuances of the target culture(s) (regional dialects, behaviors, beliefs, practices) and contrast these with their own (DOK 3-4).
- e. Evaluate the impact of the contributions of the target cultures to the student's culture and vice versa (DOK 2-4).

## Novice High

- a. Extract and decipher meaning from authentic resources (DOK 1-2).
- b. Strengthen knowledge of the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target cultures and their own (DOK 1-3).
- c. Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own (DOK 1-3).
- d. Differentiate and compare tangible products (toys, sports equipment, food) as well as simple intangible products of the target culture (concept of time, daily routine, peer relationships, holidays, traditions) from those of their own (DOK 2-3).
- e. Describe the contributions of the target cultures to the student's culture and vice versa (DOK 1-2).

## Intermediate Low

- a. Extract main ideas and key words from authentic resources (DOK 1-2).
- b. Use knowledge obtained from authentic resources to apply to new topics (DOK 1-3).
- c. Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own.
- d. Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own.
- e. Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own (DOK 1-2).
- f. Recognize the contributions of the target cultures to the student's culture and vice versa (DOK 1-2).

