

## Content Standard 1 – Interpersonal Mode – Speaking

ODE Common Curriculum Goals	ODE Content Standards	Benchmark 1 Standard	Benchmark 2 Standard	Benchmark 3 Standard	Benchmark 4 Standard	Benchmark 5 Standard	Benchmark 6 Standard
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.1.1. Minimally respond to very simple memorized greetings and basic courtesy expressions.</p> <p>1.1.2 Express quantities using a few numbers.</p> <p>1.1.3 Minimally ask simple memorized questions.</p> <p>1.1.4 Use a very few memorized vocabulary words in context.</p>	<p>1.2.1 Exchange very simple memorized greetings, introductions, leave takings, and information about self.</p> <p>1.2.2 Express quantities in numbers, state time, address and telephone numbers.</p> <p>1.2.3 Ask memorized, well rehearsed questions on familiar topics.</p> <p>1.2.4 Name a number of common, familiar objects in context.</p> <p>1.2.5 Repeat simple directions and commands.</p>	<p>1.3.1 Exchange memorized greetings, introductions, leave takings, and basic personal information.</p> <p>1.3.2 Express numbers in time, dates, currency, phone numbers and addresses.</p> <p>1.3.3 Ask memorized questions in highly predictable, common daily settings.</p> <p>1.3.4 Use memorized words and learned phrases in familiar contexts.</p> <p>1.3.5 Give some memorized directions and commands.</p>	<p>1.4.1 Exchange basic personal information, preferences, and personal needs.</p> <p>1.4.2 Exchange information using time, date, prices and location in common situations.</p> <p>1.4.3 Ask and answer simple questions, using familiar, learned materials.</p> <p>1.4.4 Formulate simple statements and descriptions using familiar and some recombinations of learned material.</p> <p>1.4.5 Give basic, simple directions and commands</p>	<p>1.5.1 Exchange information, perform basic survival tasks, and express preferences.</p> <p>1.5.2 Use numbers, prices and times in common tasks such as making purchases.</p> <p>1.5.3 Initiate and respond to simple questions using known topics and vocabulary within the context of a familiar conversation.</p> <p>1.5.4 Create, initiate and respond to simple statements within the scope of limited language.</p> <p>1.5.5 Give instructions for a familiar simple task in steps.</p>	<p>1.6.1 Exchange personal feelings, thoughts, ideas and basic opinions.</p> <p>1.6.2 Use numbers in a widening variety of tasks, such as making appointments and reservations.</p> <p>1.6.3 Initiate and briefly maintain a conversation using a series of simple, related questions and responses.</p> <p>1.6.4 Initiate, sustain and close a basic communicative task by combining and recombining learned elements.</p> <p>1.6.5 Give multi-step directions for a simple task.</p>

## Benchmark 1 – Interpersonal Mode - Speaking (approximates a Pre-Novice-Low)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.1.1. Minimally respond to very simple memorized greetings and basic courtesy expressions.</p> <p>1.1.2 Express quantities using a few numbers.</p> <p>1.1.3 Minimally ask simple memorized questions.</p> <p>1.1.4 Use a very few memorized vocabulary words in context.</p>	<p>Make and respond to simple greetings and leave takings.</p> <p>Use some familiar vocabulary in context.</p>	<p>Simple familiar language within a few specified topics and contexts;</p> <p>Short lists of a few vocabulary and/or memorized words or phrases</p>	<ul style="list-style-type: none"> <li>▪ Songs and Rhymes</li> <li>▪ Greetings/ Farewells</li> <li>▪ Parts of the body</li> <li>▪ Numbers</li> <li>▪ Colors</li> </ul>	<p>Using a few memorized words and phrases; students demonstrate a highly limited functional communicative ability. The student’s oral production consists of less than 35 isolated words (given in an on-demand assessment). Pronunciation inaccuracies and interference from the native language characterize speech. Listeners who are very familiar to interacting with language learners might be able to understand.</p>

**Benchmark 2 – Interpersonal Mode - Speaking** (approximates ACTFL Level Novice-Low)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	1.2.1 Exchange very simple memorized greetings, introductions, leave takings, and information about self.  1.2.2 Express quantities in numbers, state time, address and telephone numbers.  1.2.3 Ask memorized, well rehearsed questions on familiar topics.  1.2.4 Name a number of common, familiar objects in context.  1.2.5 Repeat simple directions and commands.	Make and respond to greetings, introductions and leave takings.  Exchange simple information about self.  State time, address and telephone numbers.  Use familiar vocabulary in context	Predictable or simple familiar language within a few known or specified topics and contexts;  Short lists of vocabulary and/or memorized words or phrases, learned formulae and patterns, generally 2-3 word utterances.	Content from Benchmark 1, plus:  Basic objects (e.g., classroom, household, personal) Self (autobiographical) Introductions Family members Pets Calendar Clock time Alphabet Shapes	Using memorized words and phrases; students demonstrate highly limited functional communicative ability. Given adequate time and familiar cues, may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment.  The student's oral production consists of isolated words and perhaps a few high frequency phrases. Pronunciation inaccuracies and interference from the native language usually characterize speech. Those who are very accustomed to interacting with language learners understand them only with great difficulty.

### Benchmark 3 – Interpersonal Mode - Speaking (approximates ACTFL Level Novice-Mid)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.3.1 Exchange memorized greetings, introductions, leave takings, and basic personal information.</p> <p>1.3.2 Express numbers in time, dates, currency, phone numbers and addresses.</p> <p>1.3.3 Ask memorized questions in highly predictable, common daily settings.</p> <p>1.3.4 Use memorized words and learned phrases in familiar contexts.</p> <p>1.3.5 Give some memorized directions and commands.</p>	<ul style="list-style-type: none"> <li>▪ Provide basic personal information</li> <li>▪ Give simple descriptions</li> <li>▪ Express likes and dislikes</li> <li>▪ Provide information about everyday activities</li> <li>▪ Answer predictable questions with memorized responses</li> </ul>	<p>Predictable or simple familiar language within rehearsed, known or specified topics and contexts;</p> <p>Memorized words phrases and patterns.</p>	<p>Content from Benchmarks 1 and 2 plus:</p> <p>Seasons Weather Activities (sports, leisure) Home Currency Clothing Animals Friends/People Foods School</p> <p>Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)</p>	<p>Students demonstrate a functional communicative ability based on memorized, isolated words and high frequency phrases that are limited to handling simple elementary needs and expressing basic courtesies. Long pauses and repetition of words characterize the students' oral production. Pronunciation inaccuracies and interference from the native language usually characterize speech. Students often show evidence of false starts, prolonged and unexpectedly placed pauses, and recourse to their native language.</p> <p>Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, even sympathetic listeners accustomed to dealing with non-natives may understand speakers with great difficulty. When called on to handle topics by performing functions associated with the higher levels, they frequently resort to repetition, words from their first language, or silence.</p>

## Benchmark 4 – Interpersonal Mode - Speaking (CIM Level) (approximates ACTFL Novice-High)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.4.1 Exchange basic personal information, preferences, and personal needs.</p> <p>1.4.2 Exchange information using time, date, prices and location in common situations.</p> <p>1.4.3 Ask and answer simple questions, using familiar, learned materials.</p> <p>1.4.4 Formulate simple statements and descriptions using familiar and some recombinations of learned material.</p> <p>1.4.5 Give basic, simple directions and commands.</p>	<ul style="list-style-type: none"> <li>▪ Give simple descriptions</li> <li>▪ Express simple opinions</li> <li>▪ Exchange information using date, time, etc.</li> <li>▪ Give basic directions and commands</li> <li>▪ Use numbers and prices in common situations</li> <li>▪ Extend/accept invitations</li> <li>▪ Make appointments/reservations</li> </ul>	<p>Simple and/or incomplete sentences.</p> <p>Sustain sentence level for more than half the time and relies on word/phrase level language.</p> <p><b>Sample Activities:</b></p> <p>Call a friend to plan an outing. Determine what activity and negotiate the time and place.</p> <p>Order food in a restaurant.</p> <p>Exchange money in a bank.</p> <p>Make purchases in a shop or store.</p> <p>Mail letters, postcards, etc.</p>	<p>Content from Benchmarks 1 – 3, plus:</p> <p>City/Town/Community Stores/Shopping Schedules Daily routine Geography Social Activities Interests Transportation</p> <p>Simple survival situations (i.e. asking for directions, ordering a meal).</p>	<p>Students demonstrate a functional communicative ability that continues to be characterized by memorized phrases rather than of personalized, situationally-adapted ones although in the context of a widening vocabulary and basic personal topics. The students show signs of spontaneity although this falls short of real autonomy of expression. The students usually comprehend words and phrases from simple questions, statements, high frequency commands and courtesy formulae. Speech is usually characterized by pronunciation inaccuracies and interference from the native language; however, accuracy in pronunciation and intonation is demonstrated when presenting well-rehearsed material on familiar topics. Students often show evidence of false starts, prolonged and unexpectedly placed pauses, and recourse to their native language. Students are understood primarily by those who are very accustomed to interacting with language learners.</p>

## Benchmark 5 – Interpersonal Mode - Speaking (approximates ACTFL Intermediate-low)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.5.1 Exchange information, perform basic survival tasks, and express preferences.</p> <p>1.5.2 Use numbers, prices and times in common tasks such as making purchases.</p> <p>1.5.3 Initiate and respond to simple questions using known topics and vocabulary within the context of a familiar conversation.</p> <p>1.5.4 Create, initiate and respond to simple statements within the scope of limited language.</p> <p>1.5.5 Give instructions for a familiar simple task in steps.</p>	<ul style="list-style-type: none"> <li>▪ Describe with some supporting details</li> <li>▪ State feelings and emotions</li> <li>▪ Give directions</li> <li>▪ Make suggestions</li> <li>▪ Report events in present time</li> <li>▪ Conduct predictable transactions</li> <li>▪ Ask informational questions</li> <li>▪ State reasons</li> <li>▪ Handle concrete exchanges necessary for survival in the typical daily life of the target culture</li> </ul>	Sentences and strings of simple sentences on familiar topics; information-gap questions.	<p>Content from Benchmarks 1 – 4, plus:</p> <p>Health Occupations/careers Celebrations Travel/Vacation Environment Future Planning Goal setting Relationships between units of meaning (comparisons, possession, negation)</p> <p>Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.</p>	Students demonstrate the communicative ability to create with the language by combining and recombining learned elements into a range of sentences and strings of sentences on very familiar topics. Students are able to initiate, minimally sustain and close, in a simple way, basic communicative tasks as well as ask and answer questions. Speech is primarily in present timeframe. The student may show inaccuracies as well as some interference from the native language when attempting to present less familiar materials.

## Benchmark 6 – Interpersonal Speaking (approximates ACTFL Intermediate-Mid)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Understand and respond to what others say/sign.</p>	<p>Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.</p>	<p>1.6.1 Exchange personal feelings, thoughts, ideas and basic opinions.</p> <p>1.6.2 Use numbers in a widening variety of tasks, such as making appointments and reservations.</p> <p>1.6.3 Initiate and briefly maintain a conversation using a series of simple, related questions and responses.</p> <p>1.6.4 Initiate, sustain and close a basic communicative task by combining and recombining learned elements.</p> <p>1.6.5 Give multi-step directions for a simple task.</p>	<ul style="list-style-type: none"> <li>▪ Exchange personal feelings, thoughts and basic opinions</li> <li>▪ Initiate, sustain and close a more extended conversation using a series of related questions and responses</li> <li>▪ Perform a widening variety of communicative tasks that may include a complication</li> <li>▪ Give multi-step directions for a simple task</li> <li>▪ Generate varied questions to extend or enrich conversation</li> <li>▪ Demonstrate control of present time; partial control of future and past time</li> <li>▪ Express simple opinions</li> </ul>	<p>Strings of sentences about a single topic in an organized form; multiple information-gap questions related to a single topic.</p>	<p>Content of Benchmarks 1-5, plus:</p> <p>Areas of personal interest Education/Careers</p> <p>Language for specific purposes in at least one of the following CAM Strands:</p> <ul style="list-style-type: none"> <li>▪ Health Services</li> <li>▪ Arts &amp; Communication</li> <li>▪ Industrial and Engineering</li> <li>▪ National Resources</li> <li>▪ Business &amp; Management</li> <li>▪ At least two academic areas: (Math, Science, Language Arts)</li> </ul>	<p>Students demonstrate the ability to function in a wide variety of uncomplicated, basic communicative tasks and social situations recombining learned vocabulary and structures and demonstrating partial control of present timeframe. Students can participate in simple conversations. Students are able to initiate, sustain, and close basic communicative tasks as well as ask and answer questions. The students use pronunciation and intonation patterns that can be understood only by those accustomed to interacting with language learners although they frequently make false starts and pause to search for words. Students occasionally supplement their basic vocabulary with expressions acquired from other sources such as dictionaries. Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations.</p>

## Content Standard 2 – Interpretive Mode – Listening

Common Curriculum Goals	ODE Content Standards	Benchmark Stage 1	Benchmark Stage 2	Benchmark Stage 3	Benchmark Stage 4	Benchmark Stage 5	Benchmark Stage 6
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.1.1. Recognize limited sounds/signs and a few isolated vocabulary words of the target language using visual and contextual clues.</p> <p>2.1.2. Respond to some simple commands and requests.</p>	<p>2.2.1 Comprehend some isolated, familiar everyday words/signs and expressions on a limited range of topics.</p> <p>2.2.2 React to simple commands, requests, and short series of directions.</p>	<p>2.3.1 Extract main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.</p> <p>2.3.2 React to a series of simple commands and requests.</p> <p>2.3.3 Recognize cultural differences between formal and informal language.</p>	<p>2.4.1 Extract main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.</p> <p>2.4.2 React to basic multiple step commands and requests.</p> <p>2.4.3 Recognize specific expressions used for certain cultural circumstances.</p>	<p>2.5.1 Extract main ideas plus supporting details in simple conversations and presentations on familiar topics in everyday situations.</p> <p>2.5.2 React to multiple step commands and requests within familiar situations.</p> <p>2.5.3 Recognize some high-frequency idiomatic expressions.</p>	<p>2.6.1 Extract the main idea plus significant supporting details from longer and more complex conversations, presentations, and narratives on a wider variety of familiar everyday topics.</p> <p>2.6.2 React to multiple step commands and requests with some complexity.</p> <p>2.6.3 Recognize high-frequency idiomatic expressions.</p>



## Benchmark 1 – Interpretive Mode – Listening (approximates a Pre-Novice-Low)

ODE Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.1.1. Recognize limited sounds/signs and a few isolated vocabulary words of the target language using visual and contextual clues.</p> <p>2.1.2. Respond to some simple commands and requests.</p>	<ul style="list-style-type: none"> <li>▪ Comprehend vocabulary for numbers 1-20, parts of the body, some colors and shapes.</li> <li>▪ Comprehend greetings, farewells and some statements of feelings.</li> <li>▪ Listen to, imitate and use gestures in simple songs, rhymes and stories.</li> <li>▪ Distinguish differences between simple opposites (e.g., tall/short, hot/cold, black/white).</li> <li>▪ Perform simple commands (e.g., sit down, stand up, line up, get your pencil, open your books, etc.)</li> </ul>	<p>Isolated words with repeated prompts and visual or other contextual clues.</p>	<ul style="list-style-type: none"> <li>▪ Songs and Rhymes</li> <li>▪ Greetings/ Farewells</li> <li>▪ Parts of the body</li> <li>▪ Numbers</li> <li>▪ Colors</li> </ul>	<p>The student’s understanding is limited to very few (fewer than 35) isolated words, and high frequency social conventions (hello, good morning, thank you) and is often dependent upon the communication partner’s use of objects, visuals, and gestures.</p>

## Benchmark 2 – Interpretive Mode – Listening (approximates ACTFL Novice-Low)

ODE Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.2.1 Comprehend some isolated, familiar everyday words/signs and expressions on a limited range of topics.</p> <p>2.2.2 React to simple commands, requests, and short series of directions.</p>	<ul style="list-style-type: none"> <li>• Comprehend vocabulary having to do with basic objects.</li> <li>• Comprehend high frequency expressions (e.g., self, greetings, introductions, family members, clock time, calendar).</li> <li>• Perform simple commands, requests, and short series of directions.</li> <li>• Recognize differences in the sound systems of English and the target language (e.g., “n” in Spanish, “zh” in Chinese, “eu” in French).</li> </ul>	<p>Isolated words with repeated prompts and obvious contextual clues.</p>	<p>Content from Benchmark 1, plus:</p> <p>Basic objects (e.g., classroom, household, personal)</p> <p>Self (autobiographical, etc.)</p> <p>Introductions</p> <p>Family members</p> <p>Calendar</p> <p>Clock time</p> <p>Pets</p> <p>Alphabet</p> <p>Shapes</p>	<p>The student’s understanding is limited to occasional isolated words, such as cognates, borrowed words, and high frequency social conventions and is often dependent upon the communication partner’s use of objects, visuals, and gestures in speaking.</p>

### Benchmark 3 – Interpretive Mode – Listening (approximates ACTFL Novice-Mid)

Common Curriculum Goals	Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.3.1 Extract main ideas from short, simple conversations, narratives and presentations on a limited range of familiar topics in everyday situations.</p> <p>2.3.2 React to a series of simple commands and requests.</p> <p>2.3.3 Recognize cultural differences between formal and informal language.</p>	<p>Demonstrate comprehension of:</p> <ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Abilities</li> <li>• Location</li> <li>• Frequency expressions</li> <li>• Simple descriptions</li> <li>• Identify main ideas on familiar topics</li> <li>• Identify some important ideas embedded in familiar contexts and/or curricular areas</li> </ul>	<p>Memorized or rehearsed words, phrases, simple questions, commands, statements.</p>	<p>Content from Benchmarks 1 and 2 plus:</p> <p>Seasons Weather Activities (sports, leisure) Home Currency Clothing Animals Friends Foods School</p> <p>Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)</p>	<p>The student comprehends some words and phrases from simple, predictable questions, statements, high frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The student often requires strong contextual support (gestures, objects, visuals, or previously presented materials) at a slower than normal rate of speech and/or with repetitions.</p>

**Benchmark 4 – Interpretive Mode – Listening (CIM Level)** (approximates ACTFL Novice-High)

Common Curriculum Goals	Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.4.1 Extract main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.</p> <p>2.4.2 React to basic multiple-step commands and requests.</p> <p>2.4.3 Recognize specific expressions used for certain cultural circumstances.</p>	<ul style="list-style-type: none"> <li>• Identify main ideas and some significant details on familiar topics</li> <li>• Identify significant ideas embedded in familiar contexts and/or curricular areas</li> <li>• Recognize specific expressions used for certain circumstances</li> </ul>	<p>High frequency and other memorized expressions. Words, phrases and short sentences supported by contextual cues.</p>	<p>Content from Benchmarks 1 – 3, plus:</p> <p>City/Town/Community Stores/Shopping Schedules Daily routine Geography Social Activities Interests Transportation</p>	<p>The ability to comprehend simple questions, statements, and commands, some new sentences with strong contextual support and simple narratives in familiar topic areas; especially when these are enhanced by pantomime, props and/or visuals. Students may require repetition, rephrasing, and/or a slowed rate of speech.</p>

## Benchmark 5 – Interpretive Mode – Listening (approximates ACTFL Intermediate-Low)

Common Curriculum Goals	Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.5.1 Extract main ideas plus supporting details in simple conversations and presentations on familiar topics in everyday situations.</p> <p>2.5.2 React to multiple step commands and requests within familiar situations.</p> <p>2.5.3 Recognize some high-frequency idiomatic expressions.</p>	<ul style="list-style-type: none"> <li>▪ Identify main ideas and most significant details on familiar topics</li> <li>▪ Identify most significant ideas embedded in familiar contexts and/or curricular areas</li> </ul>	<p>Strings of sentences consisting of recombined learned elements.</p>	<p>Content from Benchmarks 1-4, plus:</p> <p>Health Occupations/careers Celebrations Travel/Vacation Environment Future Planning Goal setting Relationships between units of meaning (comparisons, possessions, negation)</p> <p>Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.</p>	<p>The student comprehends content that refers to basic personal background and needs, social conventions, and routine tasks although understanding is often uneven and misunderstandings in both main ideas and details frequently arise. Students demonstrate comprehension of the main ideas and some details from sentence-length utterances that consist of re-combinations of learned elements in a limited number of content areas, particularly with strong contextual support. Understanding is often uneven; repetition and rewording may be necessary.</p>

## Benchmark 6 – Interpretive Mode – Listening (approximates ACTFL Intermediate-Mid)

Common Curriculum Goals	Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>2.6.1 Extract the main idea plus significant supporting details from longer and more complex conversations, presentations, and narratives on a wider variety of familiar everyday topics.</p> <p>2.6.2 React to multiple step commands and requests with some complexity.</p> <p>2.6.3 Recognize high-frequency idiomatic expressions.</p>	<ul style="list-style-type: none"> <li>• Identify main ideas and significant details on familiar topics</li> <li>• Identify significant ideas embedded in familiar contexts and/or curricular areas</li> </ul>	<p>Strings of sentences within face-to-face conversation on a variety of familiar topic.</p>	<p>Content of Benchmarks 1-5, plus:</p> <p>Language for specific purposes in at least one of the following CAM Strands:</p> <ul style="list-style-type: none"> <li>• Health Services</li> <li>• Arts &amp; Communication</li> <li>• Industrial and Engineering</li> <li>• National Resources</li> <li>• Business &amp; Management</li> </ul> <p>At least two academic areas: (Math, Science, Language Arts)</p>	<p>The student comprehends content that refers to basic personal background and needs, social conventions and short routine tasks although understanding can be uneven and misunderstanding of details occasionally arise. Students demonstrate comprehension of the main ideas and a few significant details of spoken passages in familiar contexts occasionally inferring meaning off many unfamiliar words in order to understand the gist of the passages. When listening, students use background knowledge, contextual clues, paraphrases and redundancy to aid comprehension of spoken passages.</p>

### Content Standard 3 – Interpretive Mode – Reading

Common Curriculum Goals	ODE Content Standards	Benchmark 1 Standard	Benchmark 2 Standard	Benchmark 3 Standard	Benchmark 4 Standard	Benchmark 5 Standard	Benchmark 6 Standard
Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)	Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.	3.1.1. Identify a limited number of common words, symbols and cognates.	<p>3.2.1 Recognize and knows sounds o the alphabet or character system. Combines sounds to read words.</p> <p>3.2.2 Recognize and makes meaning of some words and high frequency phrases by using high frequency phrases by using phonics, syntax, contextual and visual cues.</p> <p>3.2.3 Begin to get the gist of the main idea in simple texts on familiar topics.</p> <p>3.2.4 Make very simple predictions.</p>	<p>3.3.1 Read and understand some common cognates, borrowed words, and high frequency words from familiar material.</p> <p>3.3.2 Use contextual and visual cues to make meaning of an increasing number of words and phrases (e.g., bilingual dictionaries, pattern books and children’s literature).</p> <p>3.3.3 Pick out the main idea by suing contextual and visual cues.</p> <p>3.3.4 Make simple predictions.</p>	<p>3.4.1 Read a short paragraph consisting of common cognates, borrowed words, and recombines words from familiar material.</p> <p>3.4.2 Use cueing strategies (e.g., syntax, semantic, phonetic and contextual cues) to construct meaning from a wider variety of familiar texts (e.g., schedules, timetables).</p> <p>3.4.3 Understand the relationship between main idea and some details.</p> <p>3.4.4 Make reasonable predictions, anticipations and inferences.</p>	<p>3.5.1 Read short simple texts on mostly familiar topics. Understand common cognates, borrowed words, and recognize some false cognates.</p> <p>3.5.2 Use contextual clues and reading strategies to construct meaning for instructional and/or practical and social needs.</p> <p>3.5.3 Paraphrase and draw simple conclusions based on the understanding of main ideas and supporting details.</p> <p>3.5.4 Recognize the purpose of a text.</p>	<p>3.6.1 Read a variety of more complex texts on some unfamiliar topics.</p> <p>3.6.2 Use a variety of reading strategies to increase comprehension and learning from texts..</p> <p>3.6.3 Identify the sequence of events, main ideas, and details and facts.</p> <p>3.6.4 Discuss and ask meaningful questions about a text.</p> <p>3.6.5 Draw conclusions and support them with information from the text.</p>

## Benchmark 1 – Interpretive Mode – Reading (approximates a Pre-Novice Level)

Common Curriculum Goals	Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend print materials from a variety of authentic and other sources.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>Demonstrate comprehension of written text on familiar topics for a variety of purposes</p>	<p>3.1.1. Identify a limited number of common words, symbols and cognates.</p>	<ul style="list-style-type: none"> <li>▪ Recognize some symbols or characters of the alphabet</li> <li>▪ Read or demonstrate understanding of a few common cognates, borrowed and high frequency words or expressions from familiar material</li> <li>▪ Use some contextual or visual cues</li> </ul>	<p>Isolated characters, letters, words and some high frequency phrases.</p>	<p>Simple labels Calendar Alphabet Photos and Pictures  Songs and Rhymes Greetings/Farewells Parts of the Body Numbers Colors</p>	<p>When reading, students identify isolated words when strongly supported by context and/or visual clues most of the time. The student’s understanding is limited to occasional isolated words, such as cognates, borrowed words, and high frequency social conventions and is nearly always dependent upon the use of visuals.</p>



## Benchmark 2 – Interpretive Mode – Reading (approximates ACTFL Level Novice-Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend print materials from a variety of authentic and other sources.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>Demonstrate comprehension of written text on familiar topics for a variety of purposes</p>	<p>3.2.1 Recognize and knows sounds of the alphabet or character system. Combines sounds to read words.</p> <p>3.2.2 Recognize and makes meaning of some words and high frequency phrases by using high frequency phrases by using phonics, syntax, contextual and visual cues.</p> <p>3.2.3 Begin to get the gist of the main idea in simple texts on familiar topics.</p> <p>3.2.4 Make very simple predictions.</p>	<ul style="list-style-type: none"> <li>▪ Know the symbols/characters of the alphabet</li> <li>▪ Combine symbols/characters to read high frequency words</li> <li>▪ Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material</li> <li>▪ Use contextual and visual cues</li> </ul>	<p>Isolated characters, letters, words and some high frequency phrases.</p>	<p>Content from Benchmark 1, plus:</p> <p>Posters Common signs</p> <p>Authentic, educationally designed and/or teacher-created materials within highly predictable common situations of everyday life.</p> <p>Basic objects (e.g., classroom, household, personal) Self (autobiographical) Introductions Family members Pets Calendar Clock time Alphabet Shapes</p>	<p>When reading, the student can identify and comprehend isolated words and some common high frequency phrases when supported by context and/or visual cues. Understanding is limited to occasional isolated words, such as cognates, borrowed words and high frequency words and social conventions. Understanding is enhanced through the use of visuals.</p>

### Benchmark 3 – Interpretive Mode – Reading (approximates ACTFL Novice-Mid)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend print materials from a variety of authentic and other sources.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>Demonstrate comprehension of written text on familiar topics for a variety of purposes</p>	<p>3.4.1 Read a short paragraph consisting of common cognates, borrowed words, and recombines words from familiar material.</p> <p>3.4.2 Use cueing strategies (e.g., syntax, semantic, phonetic and contextual cues) to construct meaning from a wider variety of familiar texts (e.g., schedules, timetables).</p> <p>3.4.3 Understand the relationship between main idea and some details.</p> <p>3.4.4 Make reasonable predictions, anticipations and inferences.</p>	<ul style="list-style-type: none"> <li>▪Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material</li> <li>▪Demonstrate understanding of short, predictable texts on benchmark topics</li> <li>▪Demonstrate ability to extract discreet information from simple texts, e.g. posters, timetables, advertisements</li> </ul>	<p>Patterned sentences</p> <p>Simple sentences</p> <p>Major phrases</p> <p>Short texts that are enhanced by visual cues</p> <p>Simple cloze texts</p>	<p>Content from Benchmarks 1 and 2, plus:</p> <p>Lists Notes Tickets Brochures Advertisements Other media Familiar children’s literature Simple geographical information (e.g., maps) Bilingual or picture dictionaries</p> <p>Authentic, educationally designed and/or teacher-created materials within highly predictable common everyday situations.</p> <p>Animals, Friends, People, Foods, Weather, Seasons, Home, Currency, School, Clothing, Activities</p>	<p>When reading, the student understands important information and begins to pick out the main idea when strongly supported by contextual and/or visual cues. Reading is limited to short phrases including cognates and borrowed words. Comprehension may require re-reading and is limited to familiar materials.</p>

**Benchmark 4 – Interpretive Mode – Reading (CIM LEVEL)** (approximates ACTFL Novice-High)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend print materials from a variety of authentic and other sources.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>Demonstrate comprehension of written text on familiar topics for a variety of purposes</p>	<p>4.1 Reads a short paragraph consisting of common cognates, borrowed words, and recombines words from familiar material.</p> <p>4.2 Use cueing strategies (e.g., syntax, semantic, phonetic and contextual cues) to construct meaning from a wider variety of familiar texts (e.g., schedules, timetables).</p> <p>4.3 Understand the relationship between main idea and some details.</p> <p>4.4 Make reasonable predictions, anticipations and inferences.</p>	<ul style="list-style-type: none"> <li>▪ Identify main ideas and some specific details on familiar topics</li> <li>▪ Determine meanings by contextual cues</li> </ul>	<p>Simple statements and questions</p> <p>Simple strings of sentences in paragraph form</p>	<p>Content from Benchmarks 1- 3, plus:</p> <p>Short letters Postcards Headlines Rhyming poems Short narratives Simple cloze passages Timetables</p> <p>Authentic, educationally designed and/or teacher-created materials within highly predictable situations of everyday life.</p> <p>City/Town/community Daily routines Stores/Shopping Geography Transportation Schedules Social activities/Interests</p>	<p>Students continue to rely on illustrations and other contextual cues to aid comprehension of short written passages. Students read simple statements and questions as well as high frequency words and phrases. Students use text makers to add to flow and comprehension. Students begin to self-correct by re-reading text.</p>

## Benchmark 5 – Interpretive Mode – Reading (approximates ACTFL Intermediate-Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend print materials from a variety of authentic and other sources.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>Demonstrate comprehension of written text on familiar topics for a variety of purposes</p>	<p>3.5.1 Read short simple texts on mostly familiar topics. Understand common cognates, borrowed words, and recognize some false cognates.</p> <p>3.5.2 Use contextual clues and reading strategies to construct meaning for instructional and/or practical and social needs.</p> <p>3.5.3 Paraphrase and draw simple conclusions based on the understanding of main ideas and supporting details.</p> <p>3.5.4 Recognize the purpose of a text.</p>	<ul style="list-style-type: none"> <li>▪ Read short, authentic or teacher-generated text, e.g. poems, short literary text, periodicals</li> <li>▪ Extract main ideas and supporting details</li> <li>▪ Provide a sequence of main events from text</li> <li>▪ Draw inferences and make simplistic predictions and conclusions</li> </ul>	<p>Mostly simple passages with clear underlying structure.</p> <p>Short, simple texts on mostly familiar topics.</p>	<p>Content from Benchmarks 1 – 4, plus:</p> <p>Simple stories and personal correspondence, poems, short literary texts, periodicals.</p> <p>Contextualized print drawn from authentic, educationally designed and/or teacher-created materials within the context of informal social settings, some transactional situations, and topics mostly related to self and the immediate environment/surroundings.</p> <p>(See Benchmark 5 content for other Standards)</p>	<p>Students demonstrate comprehension of the main ideas and some details from the simplest connected texts dealing with basic personal and social needs. Students use background knowledge, contextual clues and reading strategies (i.e. gleaning information from the first and last paragraphs), to aid comprehension of written passages. Some misunderstandings will occur.</p>

## Benchmark 6 – Interpretive Mode – Reading (approximates ACTFL Intermediate-Mid)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend print materials from a variety of authentic and other sources.</p> <p>*ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.</p>	<p>Demonstrate comprehension of written text on familiar topics for a variety of purposes</p>	<p>3.6.1 Read a variety of more complex texts on some unfamiliar topics.</p> <p>3.6.2 Use a variety of reading strategies to increase comprehension and learning from texts..</p> <p>3.6.3 Identify the sequence of events, main ideas, and details and facts.</p> <p>3.6.4 Discuss and ask meaningful questions about a text.</p> <p>3.6.5 Draw conclusions and support them with information from the text.</p>	<ul style="list-style-type: none"> <li>▪ Read authentic text with more abstract themes and ideas</li> <li>▪ Make inferences and logical predictions</li> <li>▪ Draw conclusions and support them with information from the text</li> </ul>	<p>Short literary or informational texts on familiar topics or topics of personal interest.</p> <p>Simple texts with a clear underlying internal structure.</p>	<p>Content from Benchmarks 1-5, plus:</p> <p>Short literary texts Current events Abbreviated stories Translated texts Poems Non-complex plays Personal journals and writings</p> <p>Read authentic, educationally designed, or teacher-created texts within the context of informal social settings, a limited number of transactional situations, and topics mostly related to self and the immediate environment/surroundings.</p> <p>(See content from previous Benchmark 6 modes)</p>	<p>Students demonstrate an understanding of most of the details relating to who, what, when in familiar contexts. Comprehension of details is increasing but dependent on background knowledge, contextual clues, and reading strategies. Can summarize the main idea and provide sequence of two to three events of a familiar text.</p>

### Content Standard 4 – Presentational Mode – Writing

Common Curriculum Goals	ODE Content Standards	Benchmark Stage 1	Benchmark Stage 2	Benchmark Stage 3	Benchmark Stage 4	Benchmark Stage 5	Benchmark Stage 6
<p>Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)</p>	<p>Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.</p>	<p>4.1.1. Copy and write a limited number of symbols/characters.</p>	<p>4.2.1 Copies basic autobiographical information, high frequency words, and memorized phrases.</p> <p>4.2.2 Forms the symbols/characters of the language from written models.</p> <p>4.2.3 Demonstrates awareness of print protocol (e.g., Japanese, writing from top to bottom and right to left).</p>	<p>4.3.1 Writes basic autobiographical information, high frequency words, and memorized phrases from familiar material.</p> <p>4.3.2 Employ print protocol (e.g., Japanese, writing from top to bottom and right to left)</p>	<p>4.4.1 Write simple original sentences from memorized and familiar material.</p> <p>4.4.2 Employ print protocol and diacritical marks.</p>	<p>4.5.1 Create/Compose, and initiate consecutive simple sentences on familiar topics.</p>	<p>4.6.1 Create/Compose loosely connected sentences with some paragraph structure.</p>

**Benchmark 1 – Presentational Mode – Writing** (approximates a Pre-Novice-Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	4.1.1. Copy and write a limited number of symbols/characters.	<ul style="list-style-type: none"> <li>• Copy lists of some familiar objects and vocabulary</li> </ul>	Isolated letters and some simple familiar words	<ul style="list-style-type: none"> <li>• Songs and Rhymes</li> <li>• Greetings/Farewells</li> <li>• Parts of the body</li> <li>• Numbers</li> <li>• Colors</li> </ul>	Writing consists entirely of copying lists of some words and phrases. Writing displays numerous errors (e.g., diacritical marks, misspellings, etc.).

## Benchmark 2 – Presentational Mode – Writing (approximates ACTFL Novice-Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	<p>4.2.1 Copies basic autobiographical information, high frequency words, and memorized phrases.</p> <p>4.2.2 Forms the symbols/characters of the language from written models.</p> <p>4.2.3 Demonstrates awareness of print protocol (e.g., Japanese, writing from top to bottom and right to left).</p>	<ul style="list-style-type: none"> <li>▪ Make lists of familiar objects and vocabulary</li> <li>▪ Spell familiar words using the target language alphabet.</li> <li>▪ Express simple ideas in short memorized phrases</li> </ul>	<p>Isolated letters and simple words from classroom environment and a few formulaic expressions and patterns.</p> <p>Writes from a simple model.</p>	<p>Content from Benchmark 1, plus:</p> <p>Basic objects (e.g., classroom, household, personal)</p> <p>Self (autobiographical)</p> <p>Introductions</p> <p>Family members</p> <p>Pets</p> <p>Calendar</p> <p>Clock time</p> <p>Alphabet</p> <p>Shapes</p> <p>Simple labels</p> <p>Posters</p> <p>Common signs</p>	Writing consists entirely of reproducing lists of familiar memorized, high frequency words and phrases. Writing displays numerous errors (e.g., diacritical marks, misspellings, etc.).



**Benchmark 3 – Presentational Mode – Writing** (approximates ACTFL Novice-Mid)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	<p>4.3.1 Writes basic autobiographical information, high frequency words, and memorized phrases from familiar material.</p> <p>4.3.2 Employ print protocol (e.g., Japanese, writing from top to bottom and right to left)</p>	<ul style="list-style-type: none"> <li>Write short messages and express simple ideas using memorized phrases and sentences</li> </ul>	<p>Memorized words, high frequency phrases</p> <p>Simple sentences</p> <p>Patterned sentences</p> <p>Cloze</p>	<p>Content from Benchmarks 1 and 2, plus:</p> <p>Seasons Weather Activities (sports, leisure) Home Currency Clothing Animals Friends/People Foods School</p> <p>Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)</p> <p>Grocery lists Menus Simple forms</p>	<p>Writing continues to consist of reproducing memorized words and phrases on familiar topics. Writing exhibits some error (e.g., interference from first language, misspellings, lack of diacritical marks, common words order, etc.). A sympathetic reader can understand most of what is being presented.</p>

**Benchmark 4 – Presentational Mode – Writing – CIM LEVEL** (approximates ACTFL Novice-High)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	<p>4.4.1 Write simple original sentences from memorized and familiar material.</p> <p>4.4.2 Employ print protocol and diacritical marks.</p>	<ul style="list-style-type: none"> <li>Write short messages, postcards, simple descriptions and simple narrations</li> </ul>	<p>Lists of simple sentences of recombined and memorized words and phrases.</p> <p>Strings of sentences on the same topic.</p>	<p>Content from Benchmarks 1 - 3, plus:</p> <p>Short letters Postcards Simple poems Fill-in-the-blanks Invitations Short e-mails Guided compositions</p> <p>City/Town/Community Stores and Shopping Daily routine Geography Transportation Schedules Social activities/Interests</p> <p>Simple survival situations (i.e. asking for directions, ordering a meal).</p>	<p>Writing consists of combining and recombining memorized words and phrases on familiar topics. Readers understand most of what is being presented. Writes all the symbols in an alphabetic system and/or 50-100 characters or compounds in a character writing system. Students often supplement their basic vocabulary with expressions acquired from other sources such as dictionaries. Writing continues to exhibit some errors that do not interfere with understanding.</p>

**Benchmark 5 – Presentational Mode – Writing –** (approximates ACTFL Intermediate-Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	4.5.1 Create/Compose, and initiate consecutive simple sentences on familiar topics.	<ul style="list-style-type: none"> <li>Write messages, short letters, simple descriptions and simple narrations</li> </ul>	Recombination of learned vocabulary and structures into simple sentences and strings of sentences.	Content from Benchmarks 1 -4, plus:  Simple stories Personal correspondence Travel/Vacations Health Occupations/careers Celebrations Environment Future planning Goal setting  Relationships between units of meaning (comparisons, possession, negation)  Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.	Written presentations are characterized by the students' ability to create with the language by combining and recombining learned vocabulary and structures into a range of sentences and strings of sentences on familiar and some unfamiliar topics. Writing is primarily in the present tense, but may exhibit the use of past and future tenses. Writing, regardless of existing errors in grammar, spelling, and punctuation is understood by a sympathetic reader. Re-reading may be necessary occasionally for comprehension of the message.

**Benchmark 6 – Presentational Mode – Writing –** (approximates ACTFL Intermediate-Mid)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	4.6.1 Create/Compose loosely connected sentences with some paragraph structure.	<ul style="list-style-type: none"> <li>• Write short letters, descriptions, explanation and simple narrations</li> </ul>	Strings of sentences in paragraph form.	Content from Benchmarks 1-5, plus:  Short literary texts Current events Abbreviated stories (Paraphrase) Poems Simple plays  Language for specific purposes in at least one of the following CAM Strands: <ul style="list-style-type: none"> <li>• Health Services</li> <li>• Arts &amp; Communication</li> <li>• Industrial and Engineering</li> <li>• National Resources</li> <li>• Business &amp; management</li> </ul> At least two academic areas: (Math, Science, Language Arts)	Written presentations are characterized by the students' ability to create with the language by combining sentences into paragraph form on familiar and some unfamiliar topics. Writing exhibits control of the present tense with some use of another timeframe. Interference from the first language appears when the student attempts more complex structures (e.g., compound sentences and subordinating clauses). Writing continues to exhibit errors but does not require re-reading to understand the message.

### Content Standard 5 – Presentational Mode – Speaking

Common Curriculum Goals	ODE Content Standards	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6
Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)	Demonstrate comprehension of messages, presentations, conversations and/or narratives on a variety of topics for a variety of purposes.	5.1.1 Identify some common objects or people using memorized words, often relying on visual aids.	5.2.1 Identify common objects and people using memorized words, lists and phrases, often relying on visual aids.	5.3.1 Present basic material using memorized phrases and simple sentences.	<b>5.4.1 Present material in a clear and organized manner using simple sentences and some strings of sentences.</b>	5.5.1 Present material in a clear and organized manner using strings of sentences  5.5.2 Attempt to maintain audience attention.	5.6.1 Present organized material in a sustained, connected manner using more complex sentences.  5.6.2 Maintain audience attention.

## Benchmark 1 – Presentational Mode - Speaking (approximates a Pre-Novice-Low)

Common Curriculum Goals	Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Speak to present rehearsed information.	Communicate ideas and information on familiar topics for a variety of purposes.	5.1.1 Identify some common objects or people using memorized words, often relying on visual aids.	<ul style="list-style-type: none"> <li>▪ Spell complete name.</li> <li>▪ Give telephone number</li> <li>▪ Greet someone at different times of the day.</li> <li>▪ State the day of the week.</li> <li>▪ Ask for classroom object (pencil, dictionary)</li> <li>▪ State colors of objects.</li> <li>▪ Make introductions of someone.</li> </ul>	Single words Memorized phrases Heavy reliance on native language words and phrases, non-verbal expression, and visuals to communicate.	<ul style="list-style-type: none"> <li>▪ Songs and Rhymes</li> <li>▪ Greetings/ Farewells</li> <li>▪ Parts of the body</li> <li>▪ Numbers</li> <li>▪ Colors</li> </ul>	Using memorized words and phrases; students demonstrate very limited functional communicative ability. Pronunciation inaccuracies and interference from the native language characterize speech. Students are understood only by those who are very accustomed to interacting with language learners.

**Benchmark 2 – Presentational Mode - Speaking** (approximates an ACTFL Novice-Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Speak to present rehearsed information.	Communicate ideas and information on familiar topics for a variety of purposes.	5.2.1 Identify common objects and people using memorized words, lists and phrases, often relying on visual aids.	<ul style="list-style-type: none"> <li>▪ State the time</li> <li>▪ List family members</li> <li>▪ Describe pets often relying on visual aids.</li> <li>▪ Give autobiographical information</li> <li>▪ Identify and list common objects</li> <li>▪ State the date (month, day, and year)</li> </ul>	Memorized words and phrases.	Content from Benchmark 1, plus:  Basic objects (e.g., classroom, household, personal) Self (autobiographical) Introductions Family members Pets Calendar Clock time Alphabet Shapes	Using memorized words and phrases; students demonstrate very limited functional communicative ability. Pronunciation inaccuracies and interference from the native language characterize speech. Students are understood only by those who are very accustomed to interacting with language learners.

**Benchmark 3 – Presentational Mode - Speaking** (approximates an ACTFL Novice-Mid)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Speak to present rehearsed information.	Communicate ideas and information on familiar topics for a variety of purposes.	5.3.1 Present basic material using memorized phrases and simple sentences.	<ul style="list-style-type: none"> <li>▪ State prices</li> <li>▪ Formulate simple questions with and without interrogative words.</li> <li>▪ Give simple directions</li> <li>▪ State what ails/hurts</li> </ul>	<p>Memorized words and phrases</p> <p>Simple short sentences</p> <p>Relies heavily on repetition, non-verbal expression (gestures, facial expressions), and visuals to communicate a message.</p>	<p>Content from Benchmarks 1 &amp; 2, plus:</p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Weather</li> <li>• Activities (sports, leisure)</li> <li>• Home</li> <li>• Currency</li> <li>• Clothing</li> <li>• Animals</li> <li>• Friends/People</li> <li>• Foods</li> <li>• School</li> </ul> <p>Simple basic needs and courtesies (i.e. likes, dislikes, preferences, common personal and everyday information.)</p>	Using memorized words and phrases; students demonstrate very limited functional communicative ability. Pronunciation inaccuracies and interference from the native language characterize speech. Students are understood only by those who are very accustomed to interacting with language learners.



**Benchmark 4 – Presentational Mode - Speaking – CIM Level** (approximates an ACTFL Novice-High)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Speak to present rehearsed information.	Communicate ideas and information on familiar topics for a variety of purposes.	4.1.1 Present material in a clear and organized manner using simple sentences and some strings of sentences.	<ul style="list-style-type: none"> <li>▪ Express agreement/disagreement</li> <li>▪ Support a point of view</li> <li>▪ Conveys information using mostly memorized material with some attempts to create</li> <li>▪ Focuses on successful task completion.</li> <li>▪ Vocabulary conveys basic information</li> <li>▪ Attempts to maintain the audience’s attention through gestures and/or visuals</li> </ul>	Simple sentences.  Some strings of sentences.	Content from Benchmarks 1, 2, and 3, plus: <ul style="list-style-type: none"> <li>• City/Town/Community</li> <li>• Daily Routine</li> <li>• Stores/Shopping</li> <li>• Geography</li> <li>• Transportation</li> <li>• Schedules</li> <li>• Social Activities/Interests</li> </ul> Simple survival situations (i.e. asking for directions, ordering a meal).	Speech is usually characterized by pronunciation inaccuracies and interference from the native language; however, accuracy in pronunciation and intonation is demonstrated when presenting well-rehearsed material on familiar topics.

## Benchmark 5 – Presentational Mode - Speaking (approximates an ACTFL Intermediate Low)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Speak to present rehearsed information.</p>	<p>Communicate ideas and information on familiar topics for a variety of purposes.</p>	<p>5.5.1 Present material in a clear and organized manner using strings of sentences</p> <p>5.5.2 Attempt to maintain audience attention.</p>	<ul style="list-style-type: none"> <li>• Conveys information using simple sentences and strings of sentences</li> <li>• Vocabulary is sufficient to provide information and limited explanation</li> <li>• Begins to make choices of phrase or content to maintain the attention of the audience</li> </ul>	<p>Simple sentences. Strings of sentences.</p>	<p>Content from Benchmarks 1 – 4, plus:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Occupations</li> <li>• Careers</li> <li>• Celebrations</li> <li>• Travel /Vacations</li> <li>• Environment</li> <li>• Future planning</li> <li>• Goal Setting</li> <li>• Relationships between units of meaning (comparisons, possession, negation)</li> </ul> <p>Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.</p>	<p>Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations.</p> <p>Communicate about familiar topics with sufficient accuracy that listeners understand most of what is presented.</p> <p>Formulate presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation in past and future time.</p> <p>May show inaccuracies as well as some interference from the native language when attempting to present less familiar material.</p> <p>Supplement their basic vocabulary with expressions acquired from other sources such as dictionaries.</p>

## Benchmark 6 – Presentational Mode - Speaking (approximates an ACTFL Intermediate-Mid)

Common Curriculum Goals	ODE Content Standards	Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Speak to present rehearsed information.</p>	<p>Communicate ideas and information on familiar topics for a variety of purposes.</p>	<p>5.6.1 Present organized material in a sustained, connected manner using more complex sentences.</p> <p>5.6.2 Maintain audience attention.</p>	<ul style="list-style-type: none"> <li>• Conveys information using strings of sentences, with some connected sentence-level discourse</li> <li>• Vocabulary is sufficient to provide information and limited explanation</li> <li>▪ Choices of phrase or content helps to maintain the attention of the audience</li> </ul>	<p>Simple sentences, strings of sentences, use of connectors.</p>	<p>Content from Benchmarks 1 – 5, plus:</p> <p>Language for specific purposes in at least one of the following CAM strands:</p> <ul style="list-style-type: none"> <li>• Health Services</li> <li>• Arts &amp; Communications</li> <li>• Industrial &amp; Engineering</li> <li>• Natural Resources</li> <li>• Business &amp; Management</li> </ul> <p>At least two academic areas (Math, Science, English/Language Arts)</p>	<p>Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations.</p> <p>Communicate about familiar topics with sufficient accuracy that listeners understand most of what is presented.</p> <p>Formulate presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation in past and future time.</p> <p>May show inaccuracies as well as some interference from the native langue when attempting to present less familiar material.</p> <p>Supplement their basic vocabulary with expressions acquired from other sources such as dictionaries.</p>

## Content Standard 6 - Culture

Common Curriculum Goals	Content Standards	Benchmark 1 Standard	Benchmark 2 Standard	Benchmark 3 Standard	Benchmark 4 Standard	Benchmark 5 Standard	Benchmark 6 Standard
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.1.1 React to and use a few appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions.</p> <p>6.1.2 Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations</p> <p>6.1.3 Recognize a very few tangible products of the culture being studied.</p>	<p>6.2.1 React to and use appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions.</p> <p>6.2.2 Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations.</p> <p>6.2.3 Recognize some tangible products of the culture being studied.</p>	<p>6.3.1 Initiate, comprehend, and use a few polite behaviors, appropriate gestures and oral expressions of the target culture in rehearsed, limited situations.</p> <p>6.3.2 Model and sometimes initiate patterns of behavior in age-appropriate cultural activities such as games, sports, and entertainment (e.g., music, dance, and drama).</p> <p>6.3.3 Identify tangible products off the culture such as dress, types of dwellings and food.</p>	<p>6.4.1 Initiate, comprehend, and use polite behaviors, appropriate gestures and oral expressions of the target culture in daily activities.</p> <p>6.4.2 Demonstrate with greater ease and enthusiasm patterns of behavior typical of age/grade level peers in the target culture in guided situations.</p> <p>6.4.3 Identify a wider range of tangible products of the culture such as clothing, food, sports equipment and household products.</p>	<p>6.5.1 Comprehend and use some common social conventions, social courtesies, and nonverbal cues in limited social situations.</p> <p>6.5.2 Compare and contrast patterns of behavior typical of their age/grade level peers in the target culture and their own in guided situations.</p> <p>6.5.3 Search for, identify, and compare the use of tangible products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities.</p>	<p>6.6.1 Comprehend and use a variety of common social conventions, social courtesies, and nonverbal cues in limited social situations.</p> <p>6.6.2 Identify, compare, and contrast some cultural behaviors from home and target language.</p> <p>6.6.3 Identify and compare some intangible products of the target culture as social, economic and/or political institutions.</p>

		<p>6.1.4 Begin to identify a very few common expressive products of the culture.</p> <p>6.1.5 Begin to identify a very few basic cultural practices of the target language culture such as bowing or shaking hands.</p> <p>6.1.6 Identify a few places where the target language is spoken within the United States.</p>	<p>6.2.4 Begin to identify some common expressive products of the culture.</p> <p>6.2.5 Begin to identify a few basic cultural practices of the target language culture such as traditional celebrations.</p> <p>6.2.6 Identify where the target language is spoken within the United States.</p>	<p>6.3.4 Identify some common expressive products of the culture such as songs, stories, games, and art.</p> <p>6.3.5 Identify a few basic cultural practices of a second language culture such as traditional celebrations within the culture being studied.</p> <p>6.3.6 Identify where the target language is used outside the United States.</p>	<p>6.4.4 Identify expressive products of the culture from a wider range of topics such as songs, stories, games, and art.</p> <p>6.4.5 Identify and use some basic cultural practices from a wider range of second language cultures such as traditional celebrations.</p> <p>6.4.6 Identify historical origins of why the target language is spoken in different locations.</p>	<p>6.5.4 Identify and describe some expressive products (e.g., stories, poetry, music, artwork, dance, film or drama) of the target culture.</p> <p>6.5.5 Compare and contrast themes, ideas, practices or perspectives (e.g., gender roles and family traditions) of own and target culture.</p> <p>6.5.6 Demonstrate awareness of regional/dialectal differences among speakers of the target language.</p>	<p>6.6.4 Identify and compare some expressive products of the target culture to their own culture.</p> <p>6.6.5 Identify, compare and contrast themes, ideas, or perspectives (e.g., social, economic and/or political institutions) of the target cultures.</p> <p>6.6.6 Compare and contrast regional/dialect differences, similarities and origins of the target languages.</p>
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## Benchmark 1 – Culture

Common Curriculum Goals	Content Standards	Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.1.1 React to and use a few appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions.</p> <p>6.1.2 Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations</p> <p>6.1.3 Recognize a very few tangible products of the culture being studied.</p> <p>6.1.4 Begin to identify a very few common expressive products of the culture.</p> <p>6.1.5 Begin to identify a very few basic cultural practices of the target language culture such as bowing or shaking hands.</p> <p>6.1.6 Identify a few places where the target language is spoken within the United States.</p>		<ul style="list-style-type: none"> <li>▪ Songs and Rhymes</li> <li>▪ Greetings/ Farewells</li> <li>▪ Games</li> <li>▪ Celebrations</li> <li>▪ Storytelling</li> <li>▪ Folktales</li> <li>▪ Plays</li> <li>▪ Art</li> <li>▪ Dance</li> </ul>	<p>At this stage a student describes the target culture based on common misconceptions and stereotypes, identifies a very few products as belonging to a specific culture. Imitates the use of culturally appropriate vocabulary and non-verbal behaviors modeled by the teacher.</p>

## Benchmark 2 – Culture

Common Curriculum Goals	Content Standards	Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.2.1 React to and use appropriate gestures and oral expressions for greetings, leave takings and common classroom interactions.</p> <p>6.2.2 Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations.</p> <p>6.2.3 Recognize some tangible products of the culture being studied.</p> <p>6.2.4 Begin to identify some common expressive products of the culture.</p> <p>6.2.5 Begin to identify a few basic cultural practices of the target language culture such as traditional celebrations.</p> <p>6.2.6 Identify where the target language is spoken within the United States.</p>		<p>Content from Benchmark 1, plus:</p> <p>Basic objects (e.g., classroom, household, personal)</p> <p>Self (autobiographical)</p> <p>Introductions</p> <p>Family members</p> <p>Pets</p> <p>Calendar</p> <p>Clock time</p> <p>Shapes</p> <p>Alphabet</p>	<p>At this stage a student describes the target culture based on common misconceptions and stereotypes, identifies some products as belonging to a specific culture. Imitates the use of culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors modeled by the teacher.</p>

### Benchmark 3 – Culture

Common Curriculum Goals	Content Standards	Functions	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.3.1 Initiate, comprehend, and use a few polite behaviors, appropriate gestures and oral expressions of the target culture in rehearsed, limited situations.</p> <p>6.3.2 Model and sometimes initiate patterns of behavior in age-appropriate cultural activities such as games, sports, and entertainment (e.g., music, dance, and drama).</p> <p>6.3.3 Identify tangible products off the culture such as dress, types of dwellings and food.</p> <p>6.3.4 Identify some common expressive products of the culture such as songs, stories, games, and art.</p> <p>6.3.5 Identify a few basic cultural practices of a second language culture such as traditional celebrations within the culture being studied.</p> <p>6.3.6 Identify where the target language is used outside the United States.</p>		<p>Content from Benchmarks 1 and 2, plus:</p> <p>Seasons Weather Activities (sports, leisure) Home Currency Clothing Shopping Animals Friends Foods</p> <p>Simple basic needs and courtesies (i.e., likes/dislikes, preferences, common personal and everyday information.)</p>	<p>A student identifies a few basic cultural practices, behaviors and traditions. Can list some products that are common to t a culture and use some socially appropriate greetings, leave-takings and courtesies. Common cultural misconceptions and stereotypes continue to persist.</p>



### Benchmark 4 – Culture (CIM Level)

Common Curriculum Goals	Content Standards	Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.4.1 Initiate, comprehend, and use polite behaviors, appropriate gestures and oral expressions of the target culture in daily activities.</p> <p>6.4.2 Demonstrate with greater ease and enthusiasm patterns of behavior typical of age/grade level peers in the target culture in guided situations.</p> <p>6.4.3 Identify a wider range of tangible products of the culture such as clothing, food, sports equipment and household products.</p> <p>6.4.4 Identify expressive products of the culture from a wider range off topics such as songs, stories, games, and art.</p> <p>6.4.5 Identify and use some basic cultural practices from a wider range of second language cultures such as traditional celebrations.</p> <p>6.4.6 Identify historical origins of why the target language is spoken in different locations.</p>		<p>Content from Benchmarks 1 – 3, plus:</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Daily Routine</li> <li>• Stores/Shopping</li> <li>• Geography</li> <li>• Transportation</li> </ul>	<p>Within the context of daily activities, students use polite behaviors, appropriate gestures and oral expressions of the target culture; identify some basic products; use culturally appropriate practices and seek to clarify cultural practices, behaviors and traditions. Some cultural misconceptions and stereotypes still persist.</p>

## Benchmark 5 – Culture

Common Curriculum Goals	Content Standards	Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.5.1 Comprehend and use some common social conventions, social courtesies, and nonverbal cues in limited social situations.</p> <p>6.5.2 Compare and contrast patterns of behavior typical of their age/grade level peers in the target culture and their own in guided situations.</p> <p>6.5.3 Search for, identify, and compare the use of tangible products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and communities.</p> <p>6.5.4 Identify and describe some expressive products (e.g., stories, poetry, music, artwork, dance, film or drama) of the target culture.</p> <p>6.5.5 Compare and contrast themes, ideas, practices or perspectives (e.g., gender roles and family traditions) off own and target culture.</p> <p>6.5.6 Demonstrate awareness of regional/dialectical differences among speakers of the target language.</p>		<p>Content from Benchmarks 1-4, plus:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Occupations</li> <li>• Celebrations</li> <li>• Travel /Vacations</li> <li>• Environment</li> </ul>	<p>At this stage students compare and contrast patterns of behavior and perspectives typical of their peers in the target culture and their own within guided situations; compare and contrast some basic products used in the target culture and their own; and, use culturally appropriate practices within daily activities. Misconceptions and stereotypes begin to breakdown.</p>

## Benchmark Stage 6 – Culture

Common Curriculum Goals	Content Standards	Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
<p>Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Compare and contrast cultural practices of the first and second language cultures.</p>	<p>Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Demonstrates an understanding off the relation ship between the products and perspectives of the culture studied.</p>	<p>6.6.1 Comprehend and use a variety of common social conventions, social courtesies, and nonverbal cues in limited social situations.</p> <p>6.6.2 Identify, compare, and contrast some cultural behaviors from home and target language.</p> <p>6.6.3 Identify and compare some intangible products of the target culture as social, economic and/or political institutions.</p> <p>6.6.4 Identify and compare some expressive products off the target culture to their own culture.</p> <p>6.6.5 Identify, compare and contrast themes, ideas, or perspectives (e.g., social, economic and/or political institutions) of the target cultures.</p> <p>6.6.6 Compare and contrast regional/dialect differences, similarities and origins of the target languages.</p>		<p>Content from Benchmarks 1-5, plus:</p> <ul style="list-style-type: none"> <li>• Areas of personal interest</li> <li>• Education/careers</li> <li>• Language for specific purposes in at least one of the following CAM strands:               <ul style="list-style-type: none"> <li>• Health Services</li> <li>• Arts &amp; Communications</li> <li>• Industrial &amp; Engineering</li> <li>• Natural Resources</li> <li>• Business &amp; Management</li> </ul> </li> </ul> <p>At least two academic areas (Math, Science, English/Language Arts)</p>	<p>Demonstrates awareness of the target culture’s influences in the products and practices of their own culture. Recognizes some differences and similarities in the perspectives of the target culture and their own. Can negotiate some simple social situations applying appropriate cultural norms. Interprets simple oral or written texts using knowledge of their own culture and that of the target culture.</p>