

# KMLHS World Language Standards

Adapted from the [Wisconsin State Standards](#)

Mission: KML exists to educate, encourage and equip students for life and for eternity.

Goal: Language learners have the fundamental goal of using another language to understand others and express their own thoughts to others in purposeful communication.

Vision: The unique vision of KML's world language department is for students to learn about the language, culture, history, and global worldview of others in order to build bridges which establish personal relationships through which we can not only live out our faith in our actions, but more importantly to "make disciples of all nations" by "teaching them to obey everything" Jesus commands us in their own native language.

Language learning emphasizes the universality of God's plan and love for all people.

***...with your (Jesus') blood, you have purchased men for God  
from every tribe and language and people and nation.***

***Revelation 5:9b***

***In Christ, we who are many form one body.***

***Romans 12:5a***

***For God so loved the World, that he gave his one and only son,  
that whoever believes in Him  
will not perish, but have eternal life.***

***John 3:16***

The following document contains seven standards for world language learning.

Each standard is followed by a three tier breakdown of how that standard shows itself in what the students can do—***proficiency-based performance indicators***.

These indicators are ranked from novice to intermediate to advanced.

There is also space given under each indicator for the teacher to reflect on his/her classroom and note specific activities done in the classroom that demonstrate each standard.

## **Communication: Interpretive**

Students communicate effectively in more than one language  
in order to function in a variety of situations and for multiple purposes.

**Standard:** **ONE**

***Interpretive communication***--Students will use and improve the language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media or signed language on topics relevant to their lives and broader communities.

**Students interpret:**

- 1a. Informational texts.
- 1b. Authentic fictional texts.
- 1c. Authentic conversations/ discussions.

### **Proficiency-Based Performance Indicators**

<b>Novice Low-high</b>	<b>Intermediate Low-High</b>	<b>Advanced Low-High</b>
Students identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences.	Students demonstrate understanding of the main idea and some pieces of information on familiar topics from sentences and series of connected sentences.	Students demonstrate understanding of the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts.
<ul style="list-style-type: none"><li>• Basic facts</li><li>• Memorized words/phrases</li><li>• Isolated facts</li><li>• Support by gestures</li><li>• Short texts</li><li>• Simple sentences in conv.</li></ul>	<ul style="list-style-type: none"><li>• Main ideas</li><li>• Short straightforward texts</li><li>• Paragraph length</li><li>• Follow the main story</li><li>• Straightforward conversations</li></ul>	<ul style="list-style-type: none"><li>• Underlying messages</li><li>• Main idea with supporting details</li><li>• Infer meaning from complex language on unfamiliar, abstract topics</li><li>• Follow the flow and nuances in text and conversations</li></ul>
Class specific indicators/ activities that support the standards—from curriculum guides		

## **Communication: interpersonal**

Students communicate effectively in more than one language  
in order to function in a variety of situations and for multiple purposes.

**Standard:** ②

***Interpersonal communication**--Students will use the target language and cultural knowledge to negotiate meaning through the exchange of information and ideas; expressing needs; reacting to, and expressing feelings and opinions about relevant issues and diverse topics in spoken, written, or signed interactions relevant to their lives and broader communities.*

**Students use language to:**

- 2a. Exchange information and ideas.
- 2b. Meet their needs and address situations.
- 2c. Express, react to and support ideas, preferences and opinions.

### **Proficiency-Based Performance Indicators**

Novice Low-high	Intermediate Low-High	Advanced Low-High
Students communicate in spontaneous spoken, written or signed conversations on very familiar, everyday topics, using a variety of practiced or memorized words, phrases, simple original sentences and questions.	Students participate in spontaneous spoken, written or signed conversations on familiar topics and some researched topics, creating sentences and series of sentences to ask, answer a variety of questions while also providing follow-up questions to keep on topic.	Students maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
<ul style="list-style-type: none"> <li>Familiar topics</li> <li>Memorized words/phrases</li> <li>Express basic needs in everyday activities</li> <li>Support by gestures</li> <li>Express own feelings and react to those of others</li> <li>Simple sentences in conv.</li> <li>Asking questions to keep conversation on topic</li> </ul>	<ul style="list-style-type: none"> <li>Request and provide information</li> <li>Familiar topics with some concrete topics that have been researched.</li> <li>Paragraph length</li> <li>Interact with others to meet basic needs</li> <li>Conversations may include a complication to be solved.</li> <li>Exchange, express, ask about and react to preferences, feelings and opinions on familiar topics.</li> <li>Provide advice to another's expressed needs.</li> </ul>	<ul style="list-style-type: none"> <li>Concrete</li> <li>Abstract, academic, social, professional topics.</li> <li>debate</li> <li>Exchange information</li> <li>Sustained discussion</li> <li>Create and respond to probing questions</li> <li>Resolve unexpected complications with a variety of solutions with explanation</li> <li>Explain and compare differences of opinion</li> <li>Offer advice to others' expressed needs</li> <li>Discuss, support and sometimes debate topics</li> </ul>
Class specific indicators/ activities that support the standards--from curriculum guides		

## **Communication: presentational**

Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

### **Standard:** **3**

**Presentational communication**--Students use the target language and cultural knowledge to present information, concepts and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade and narrate for diverse audiences within and beyond the learning environment. Describing their lives, experiences and events; presenting opinions or persuasive arguments; inform, describe or explain researched topics.

#### **Students present information and ideas:**

- 3a. To describe life experiences and events.
- 3b. To convey a preference, opinion or persuasive argument.
- 3c. To inform, describe or explain.

#### **Proficiency-Based Performance Indicators**

<b>Novice Low-high</b>	<b>Intermediate Low-High</b>	<b>Advanced Low-High</b>
Students present information on very familiar and everyday topics using a variety of practiced or memorized words, phrases and <b>simple sentences</b> through spoken, written or signed language.	Students communicate information, make presentations and express thoughts about familiar topics, using original sentences and series of <b>connected</b> sentences through spoken, written or signed language.	Students deliver <b>detailed</b> and organized presentations on familiar, as well as unfamiliar concrete topics in paragraphs and using various time frames through spoken, written or signed language.
<ul style="list-style-type: none"><li>• Introduce self</li><li>• Talk about interests</li><li>• Talk about likes and dislikes on a basic level with mainly simple sentences</li><li>• Express preferences with simple reasoning</li><li>• Name and briefly describe familiar people, places and objects. (ie. family, friends, acquaintances or famous people talking about their interests etc)</li></ul>	<ul style="list-style-type: none"><li>• Present personal information about life, activities and events</li><li>• Tell stories about personal experiences</li><li>• Tell stories about school and community events across various time frames</li><li>• State viewpoints about familiar topics and give reasons to support them.</li><li>• Research and give straightforward presentations on a variety of topics.</li></ul>	<ul style="list-style-type: none"><li>• Tell stories about personal, school and community events and experiences.</li><li>• Tell stories based on topics of interest</li><li>• Give complex detailed narrations beyond the concrete, addressing abstract or hypothetical issues.</li><li>• State viewpoints with supporting evidence.</li><li>• Present and support arguments on topics--concrete and abstract/hypothetical</li></ul>
<b>Class specific indicators/ activities that support the standards--from curriculum guides</b>		

## Cultural and Global Competence:

Students interact with cultural and global competence-speaking the truth in love as they reflect on cultural differences and similarities.

**Standard:**

**4 5**

***Cultural and Global Competence**--Students use the target language and cultural knowledge to investigate, compare, explain, respectfully appreciate and reflect on the relationships between the products, practices and perspectives of diverse and dynamic cultures not only within local and global communities, but also within the particular cultural context of their target language. This knowledge and application will allow our students to bridge the gaps of culture in an effort to speak the truth of God's Word "with gentleness and respect" (1 Pet. 3:15) while maintaining their biblical worldview.*

Materials from: Modern Media-written, visual and audio.

**Students use language and cultural knowledge to:**

- 4/5a. Reflect on cultural products and perspectives.
- 4/5b. Reflect on cultural practices and perspectives.
- 4/5c. Use language to interact with members of local and global communities.
- 4/5d. Use culturally appropriate behaviors.
- 4/5e. Students set goals and monitor their own learning.

### **Proficiency-Based Performance Indicators**

Novice Low-high	Intermediate Low-High	Advanced Low-High
Students <b>investigate</b> cultural products and practices of their own and other cultures to <b>build understanding</b> of perspectives. Students <b>interact</b> at a language <b>survival level</b> in familiar everyday contexts.	Students <b>compare</b> cultural products and practices of their own and other cultures to <b>deepen understanding</b> of perspectives. Students <b>interact</b> on a <b>functional level</b> in familiar contexts.	Students <b>explain</b> cultural products and practices in their own and other cultures and <b>how they relate</b> to cultural/ biblical perspectives. Students <b>interact</b> at a <b>competent level</b> in both familiar and unfamiliar contexts.
<ul style="list-style-type: none"> <li>Identify, in your own and other cultures, some typical products and practices related to everyday life.</li> <li>Communicate with others in the target language using memorized language.</li> <li>Student shows basic cultural and linguistic awareness</li> <li>Students use rehearsed behaviors and recognize obvious inappropriate behaviors—as it relates to cultural practices.</li> </ul>	<ul style="list-style-type: none"> <li>Compare products and practices related to everyday life and personal interests or studies</li> <li>Converse with others in familiar situations showing interest in cultural and linguistic similarities and differences.</li> <li>Recognize differences in behaviors among cultures and use appropriate, learned behaviors for successful intercultural communication.</li> <li>Transition from formal to informal styles of behavior</li> </ul>	<ul style="list-style-type: none"> <li>Explain how a variety of products of public and personal interest are related to perspectives.</li> <li>Converse comfortably with others in familiar and unfamiliar situations with responsiveness to cultural and linguistic attributes.</li> <li>Respond to non verbal cues and mediate situations of cultural misunderstanding/ differences with empathy.</li> <li>Share in a respectful and loving way the biblical worldview concerning products/ practices of culture</li> </ul>
Class specific indicators/ activities that support the standards—from curriculum guides		

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## **Spiritual:**

Students communicate effectively in more than one language  
in order to function in a variety of situations and for multiple purposes.

**Standard:** **6**

***Scriptural Focus**--Students use the target language for personal study of Scripture, for group learning and discussion of biblical accounts and truths, and ultimately in order to share the truths of Scripture with others in their languages.*

### **Proficiency-Based Performance Indicators**

<b>Novice Low-high</b>	<b>Intermediate Low-High</b>	<b>Advanced Low-High</b>
Students learn familiar prayers and passages and can demonstrate their knowledge through spoken, written or signed language.	Students continue to learn familiar prayers and passages and also read familiar accounts and simple devotions through spoken, written or signed language.	Students use prior knowledge in order to create their own prayers and devotions. They use Scriptural knowledge to express the truths in the target language in a variety of situations both real and hypothetical ultimately to witness through spoken, written or signed language.
<ul style="list-style-type: none"> <li>• Learn familiar prayers in the target language--table prayers and bedtime prayers.</li> <li>• Learn confirmation passage--or favorite passages in the target language</li> <li>• Learn key passages and terms fitting the various holidays during the year--Thanksgiving, Christmas, New Year, Easter, valentines day (love)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn more advanced prayers in the target language--Lord's prayer, morning and evening prayers</li> <li>• Read short devotions in the target language from Multi-lingual materials (the promise, and others)</li> <li>• Focus on various holidays throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Create own prayers</li> <li>• Use scriptural references in discussion of current topics.</li> <li>• Learn the Great Exchange in the target language.</li> <li>• Apply the great exchange-in connection to Easter or other church holidays.</li> <li>• Build bridges with others through language/ cultural knowledge in order to share truths of Scripture.</li> </ul>
<b>Class specific indicators/ activities that support the standards--from curriculum guides</b>		

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## Language:

Students develop the necessary skills in structure and vocabulary in order to be able to improve communication and break down barriers that may occur in language usage due to poor grammar and limited vocabulary.

### Standard **7**

**7a, Structures:** , Students will learn specific grammar and use it to derive meaning **7b, Vocabulary:** Students will identify cognates (words similar to English), word roots, prefixes, suffixes. Students will identify expressions that cannot be translated word for word in order to derive meaning **Circumlocution:** Students will use previous knowledge to express themselves when “the right word” isn’t there for them .**7c. Translation:** Students will identify words and expressions that have no equivalent another language **7d. Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language **7e. Phonetics:** Students will compare the sound-symbol association of English to that of the language studied

### Proficiency-Based Performance Indicators

Novice Low-high	Intermediate Low-High	Advanced Low-High
Students learn basic grammar and vocabulary in order to talk about themselves and ask others for personal information.	Students continue to practice previous grammar and vocabulary and expand their knowledge with higher level grammar and more abstract vocabulary.	Students begin to function more independently in vocabulary acquisition. Grammar knowledge is expanded through compound and complex sentence structures.
<ul style="list-style-type: none"> <li>Personal vocabulary about self: Name, age, where you live, phone, address, Hobbies, School</li> <li>Learning vocabulary from lists</li> <li>Grammar: simple sentences, questions, commands, modals</li> </ul>	<ul style="list-style-type: none"> <li>Personal vocabulary about the world around you.</li> <li>Learning vocabulary from lists and also independently through class free talk and discussions.</li> <li>Learning more individual/ personal vocabulary as it connects to the individual</li> <li>Grammar: expanding sentences through adjectives, prepositional phrases, intermediate grammar</li> <li>Begin using the skill of circumlocution in order to express themselves when a particular vocable is not known.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in regular free talk from which grammar is reviewed as necessary and vocabulary is expanded.</li> <li>Grammar: compound sentences to express subordinate ideas (causal, temporal etc), relative clauses to describe nouns more thoroughly.</li> </ul>
Class specific indicators/ activities that support the standards—from curriculum guides		

