

Maine Learning Results for World Languages

Introduction

Languages are Essential for Success in a Global Community

Learning another language is a lifelong process that not only enhances a student's understanding of their first language, but also allows access to the rich culture and perspectives of the community members of the target language. The Maine Learning Results (MLRs) will thus reflect the interconnectedness and richness of human language and weave curricular elements, emphasizing that no one goal can be achieved in isolation or separated from the others, nor is any one goal more important. Therefore, some performance expectations will appear within multiple strands given the nature of intercultural communication. These MLRs define what students should know and be able to do with the target language and place content and skill integration as the central focus of instruction. This document is a framework that describes the standards to be met by Maine district language programs and is designed to prepare all students for success upon graduation. The MLRs serve as a road map on the path to the Seal of Biliteracy. Language programs invite, include, support, and benefit all students while empowering them to act as global citizens.

The Maine Learning Results for World Languages Framework

These standards are adapted from the national ACTFL World-Readiness Standards and the NCSSFL-ACTFL Can-Do Statements to meet the MLR framework guidelines. They are purposefully designed to be broad in order to apply to all taught languages - modern, classical and signed - and to leave space for teachers and districts to interpret and design curriculum in order to meet the expectations of their programs. MLRs address what students can independently and consistently do over time in numerous learning situations. They are a framework, not a curriculum or checklist or tool to determine a student's proficiency level.

The MLRs continue to use the 5 ACTFL goal areas:

- **Communication:** communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- **Cultures:** Interact with cultural competence and understanding.
- **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.
- **Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence.
- **Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

For more in-depth information on the 5 Cs, please see ACTFL's World-Readiness Standards for Learning Languages. To view ACTFL's original guidelines and more specific examples for application, see ACTFL's website: actfl.org. More specific ideas for differentiation of language type and proficiency level are outlined in supplemental resources.

The MLRs are broken down into Performance Expectations. Grade levels from K-5 have distinct Performance Expectations, while in grades 6-8 and grades 9-diploma Performance Expectations are consolidated. The Performance Expectations define skills and establish measurable articulations of what the student understands and can do. Sample performance indicators define student progress in meeting standards within the 5 C goal areas using the benchmarks of language development (Novice, Intermediate, Advanced). The Maine Learning Results represent the ideal of a comprehensive K-12 program. At this time, the majority of school districts in Maine are offering world languages beginning in middle or high school. For this reason, the framework is also organized by linguistic proficiency. In order to access the most appropriate guidelines for students, regardless of their grade level, world language programs should use the Novice Low proficiency guidelines (K/1) as a point of entry for students new to the language of study or to determine placement for performance expectations. Students will move through the proficiency levels more or less quickly depending on factors like age, amount of instruction/exposure, motivation, and family and community support. In a comprehensive K-12 program, the ultimate goal for students would be to communicate in all areas at the Advanced Low proficiency level. However, later entry points lead to various levels of proficiency based on hours/years of study, as well as individual differences in programs and learners. The following expectations are a general guideline and based on daily study in a full-year program:

- Two years of study: Novice High
- Four years of study: Intermediate Low
- Six years of study: Intermediate Mid
- Nine years of study: Intermediate High
- Thirteen years of study: Advanced Low

Please visit ACTFL's website for more specific information.

Fundamental Practices for Effective Implementation of the Maine Learning Results

Learning to use a second language in meaningful, authentic, and appropriate ways, is the ultimate goal of world language instruction. Instructing in the target language 90% of the time, as recommended by ACTFL, may be achieved nearly all of the time, through age-appropriate linguistic scaffolding. However, in limited cases, and for certain languages, it may be appropriate to leverage students' primary languages judiciously in order to achieve the standard.

Maine language classrooms foster risk-taking and mistake-making in order for students to grow in linguistic competence and cultural awareness through relevant, cross-disciplinary, and motivational themes. Students are to see themselves in the curriculum, as well as have a window to view others. Instruction is differentiated according to instructional context, target language, program design, and student profile, so that it is appropriate and rigorous for all students. Because learners' lives and experiences are woven into our proficiency guidelines, World Language classrooms are a center of Social Emotional Learning and Social Justice explorations and connect students to their peers and to their communities.

Communication

Today's world language learners need to know how to communicate effectively in order to thrive in an ever-changing and challenging global society. The communication standards for World Languages are broken down into three modes of communication: interpersonal, interpretive, and presentational. Interpersonal communication encompasses spontaneous spoken, signed, or written conversations in which learners interact and negotiate meaning. With interpretive communication, learners listen, read, or view resources in order to understand, interpret, and analyze information. It should be noted that ACTFL guidelines are designed with the assumption that resources are authentic, which accounts for a lower performance expectation than with teacher-created materials. In the presentational mode of communication, learners share information, concepts, and ideas to an audience of listeners, readers, or viewers.

Interpersonal Communication	Interpretive Communication	Presentational Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Strand	Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes		
Standard	Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	<p>I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> • I can provide information by answering a few simple questions on very familiar topics using practiced or memorized words or phrases with the help of gestures or phrases. • I can express some basic needs using practiced or memorized words or phrases with the help of gestures or visuals. • I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals. 	<p>I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> • I can provide information by answering a few simple questions on very familiar topics using practiced or memorized words or phrases with the help of gestures or phrases. • I can express some basic needs using practiced or memorized words or phrases with the help of gestures or visuals. • I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals. 	<p>I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> • I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. • I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences and questions. • I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

	3 - Novice Mid	4 - Novice High	5 - Novice High
	<p>I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> • I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. • I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences, and questions. • I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions. 	<p>I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized and some original phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> • I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time. • I can interact with others to meet my basic needs related to routine, everyday activities using simple sentences and questions most of the time. • I can express, ask about, and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic. 	<p>I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized and some original phrases, simple sentences, and questions.</p> <ul style="list-style-type: none"> • I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time. • I can interact with others to meet my basic needs related to routine, everyday activities using simple sentences and questions most of the time. • I can express, ask about, and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.

Early Adolescence		Adolescence	
6-8 - Intermediate Low/Intermediate Mid		9-diploma - Intermediate High/Advanced Low	
Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<p>I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating simple sentences to ask and answer a variety of questions.</p> <ul style="list-style-type: none"> • I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. • I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. • I can express, ask about and react, with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate 	<p>I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> <ul style="list-style-type: none"> • I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings and opinions and provide basic advice on a variety of familiar 	<p>I can participate in spontaneous spoken, written or signed conversations on familiar topics and some concrete topics that I have researched, creating a series of connected sentences, and asking a variety of questions, often across various time frames.</p> <ul style="list-style-type: none"> • I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. • I can interact with others to meet my needs in a variety of situations - sometimes involving a 	<p>I can maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar and concrete topics using a series of connected sentences.</p> <ul style="list-style-type: none"> • I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics using a few simple paragraphs across major time frames. • I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation using a few simple paragraphs across major time frames. • I can maintain conversations by providing explanations and comparisons of preferences, opinions

	<p>follow-up questions.</p>	<p>topics, creating sentences and series of sentences, and asking a variety of follow-up questions.</p>	<p>complication - using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.</p> <ul style="list-style-type: none"> • I can explain preferences, opinions and emotions, and provide advice on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames. 	<p>and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.</p>
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Strand	Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes		
Standard	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	<p>I can identify practiced or memorized words in very familiar contexts in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. • I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. • I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. 	<p>I can identify practiced or memorized words in very familiar contexts in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. • I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. • I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. 	<p>I can identify some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words and phrases in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

	3 - Novice Mid	4 - Novice High	5 - Novice High
	<p>I can identify some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words and phrases in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. 	<p>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify the topic and some isolated facts from simple sentences in informational texts. • I can identify the topic and some isolated elements from simple sentences in short fictional texts. • I can understand familiar questions and statements from simple sentences in conversations. 	<p>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized simple sentences in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify the topic and some isolated facts from simple sentences in informational texts. • I can identify the topic and some isolated elements from simple sentences in short fictional texts • I can understand familiar questions and statements from simple sentences in conversations.

Early Adolescence		Adolescence	
6-8 - Intermediate Low/Intermediate Mid		9-diploma - Intermediate High/Advanced Low	
Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<p>I can understand the topic and some pieces of information on familiar topics from sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify the topic and related information from simple sentences in short informational texts. • I can identify the topic and related information from simple sentences in short fictional texts. • I can identify the main idea in short conversations. 	<p>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational texts. • I can understand the main idea and key information in short straightforward fictional texts. • I can identify the main idea and key information in short straightforward conversations. 	<p>I can usually follow the main message and most pieces of information on familiar topics from sentences and series of connected sentences in various time frames within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts. • I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. • I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. 	<p>I can understand the main message and some supporting details on familiar and general interest topics across major time frames from complex, organized texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. • I can follow the main story and some supporting detail across major time frames in fictional texts. • I can understand the main message and some supporting details across major time frames in conversations and discussions.

Strand	Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes		
Standard	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	<p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. • I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. • I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. • I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. • I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. 	<p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. • I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. • I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

	3 - Novice Mid	4 - Novice High	5 - Novice High
	<p>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences. • I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. • I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences. 	<p>I can present information on both very familiar and everyday topics using simple sentences most of the time.</p> <ul style="list-style-type: none"> • I can present personal information about my life and activities, using simple sentences most of the time. • I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. • I can present on familiar and everyday topics, using simple sentences most of the time. 	<p>I can present information on both very familiar and everyday topics using simple sentences most of the time.</p> <ul style="list-style-type: none"> • I can present personal information about my life and activities, using simple sentences most of the time. • I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. • I can present on familiar and everyday topics, using simple sentences most of the time.

Early Adolescence		Adolescence	
6-8 - Intermediate Low/Intermediate Mid		9-diploma - Intermediate High/Advanced Low	
Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
<p>I can communicate information, make presentations, and express my thoughts about familiar topics, using simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can present personal information about my life, activities and events, using simple sentences. • I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. • I can present on familiar and everyday topics, using simple sentences. 	<p>I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. 	<p>I can communicate information, make presentations, and express my thoughts about familiar or researched topics, using a few short paragraphs often across various time frames through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames. • I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames. • I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames. 	<p>I can deliver presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</p> <ul style="list-style-type: none"> • I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. • I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames. • I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Cultures

Culture, the products, practices, and achievements of a particular nation, people, or social group, is intricately woven throughout the world's languages. Using a target language to explore one's own culture and the cultures that the target language embodies is an experience that creates learners who are aware of and engage with a variety of different perspectives in local and global society, and who are, ultimately, responsible and involved citizens of Maine and the world. Through interacting with global cultures in the World Language classroom, virtually and in various settings and communities, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, and by identifying, comparing, investigating and reflecting on cultural products (e.g., arts, tools, media) and practices (e.g., customs, laws, family rituals), learners will be equipped to interact with others with competence and understanding.

Relating Cultural Practices to Perspectives	Relating Cultural Products to Perspectives
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Strand	Cultures: Interact with cultural competence and understanding		
Standard	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	In my own and other cultures, I can identify practices to help me understand perspectives. <ul style="list-style-type: none"> In my own and other cultures, I can identify typical practices related to familiar everyday life. 	In my own and other cultures, I can identify practices to help me understand perspectives. <ul style="list-style-type: none"> In my own and other cultures, I can identify typical practices related to familiar everyday life. 	In my own and other cultures, I can identify practices to help me understand perspectives. <ul style="list-style-type: none"> In my own and other cultures, I can identify typical practices related to familiar everyday life.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	In my own and other cultures, I can identify practices to help me understand perspectives. <ul style="list-style-type: none"> In my own and other cultures, I can identify typical practices related to familiar everyday life. 	In my own and other cultures, I can identify practices to help me understand perspectives. <ul style="list-style-type: none"> In my own and other cultures, I can identify typical practices related to familiar everyday life. 	In my own and other cultures, I can identify practices to help me understand perspectives. <ul style="list-style-type: none"> In my own and other cultures, I can identify typical practices related to familiar everyday life. In my own and other cultures, I can demonstrate typical cultural practices related to familiar everyday life.

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>In my own and other cultures, I can make comparisons among cultural practices to help me understand perspectives.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can demonstrate and engage in typical cultural practices related to everyday life and personal interests or studies. • In my own and other cultures, I can compare practices related to everyday life and personal interests or studies. • In my own and other cultures, I can identify and compare historical eras. 	<p>In my own and other cultures, I can analyze and explain some diversity among cultural practices and how they relate to perspectives.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can engage in or analyze some authentic cultural practices related to everyday life and personal interests or studies. • In my own and other cultures, I can analyze and explain how a variety of practices within familiar and social situations are related to perspectives. • In my own and other cultures, I can analyze and explain how cultural practices have changed through historical eras. • In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural practices.

Strand	Cultures: Interact with cultural competence and understanding		
Standard	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify some typical products related to familiar everyday life. 	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify some typical products related to familiar everyday life. 	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify some typical products related to familiar everyday life.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify some typical products related to familiar everyday life. 	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify some typical products related to familiar everyday life. 	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify some typical products related to familiar everyday life.

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>In my own and other cultures, I can make comparisons among cultural products to help me understand perspectives.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can compare products related to everyday life and personal interests or studies. • In my own and other cultures, I can identify and compare historical eras. 	<p>In my own and other cultures, I can analyze and explain diversity among cultural products and how they relate to perspectives.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can analyze and explain how a variety of products of public and personal interest are related to perspectives. • In my own and other cultures, I can analyze and explain how cultural products have changed through historical eras. • In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural products.

Connections

In order for students to become self-directed lifelong learners, integrated and informed thinkers and responsible citizens, they will begin to make connections between the target language and other content areas starting at the novice level. Through their study of another language, students will investigate a variety of products and practices that make them aware of cultural differences in perspective and tap into their prior knowledge. As their abilities in the language grow, students will be able to effectively communicate those connections and explain the differences in cultural perspectives in their own language(s) and the target language in a variety of topics. This depth of experience through a variety of activities in all content areas will serve to assist students as they make decisions about their post-graduate work. The connections that students make between the language and particular areas of interest will allow them to apply that knowledge in the workforce and navigate more successfully with other cultures in a global community.

Making Connections	Acquiring Information and Diverse Perspectives
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Strand	Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations		
Standard	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s). <ul style="list-style-type: none"> I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own. 	I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s). <ul style="list-style-type: none"> I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own. 	I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s). <ul style="list-style-type: none"> I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s). <ul style="list-style-type: none"> I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own. 	I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s). <ul style="list-style-type: none"> I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own. 	I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s). <ul style="list-style-type: none"> I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>I can apply information acquired in other MLR content areas to further my knowledge and skills in the target language and associated culture(s).</p> <ul style="list-style-type: none"> I can apply information and/or skills from other MLR content areas including literature, social studies, science and technology, and/or the visual and performing arts to topics discussed in the world language classroom. 	<p>I can use resources in the target language to enhance my knowledge of other MLR content areas and associated culture(s).</p> <ul style="list-style-type: none"> I can make connections to other content areas by assessing, interpreting, and reviewing information gathered through target language resources.

Strand	Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations		
Standard	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s). <ul style="list-style-type: none"> I can connect knowledge of simple structures and practices from my own language(s) and culture(s) to another. 	I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s). <ul style="list-style-type: none"> I can connect knowledge of simple structures and practices from my own language(s) and culture(s) to another. 	I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s). <ul style="list-style-type: none"> I can connect knowledge of simple structures from my own language(s) and culture(s) to another.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	I can recognize some distinctive viewpoints available only through authentic target language resources. <ul style="list-style-type: none"> I can connect knowledge of structures and practices from my own language(s) and culture(s) to another. I can identify information about the target culture(s) through culturally authentic communication. 	I can recognize some distinctive viewpoints available only through sources from the target language. <ul style="list-style-type: none"> I can connect knowledge of structures and practices from my own language(s) and culture(s) to another. I can identify information about the target culture(s) through culturally authentic communication. 	I can recognize some distinctive viewpoints available only through sources from the target language. <ul style="list-style-type: none"> I can connect knowledge of structures and practices from my own language(s) and culture(s) to another. I can identify information about the target culture(s) through culturally authentic communication.

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>I can locate authentic resources and identify ideas about the language and associated culture(s) that are available only through resources in the target language.</p> <ul style="list-style-type: none"> • I can locate media or other authentic sources from the target language and the culture(s) in which the target language is the primary form of communication. • I can compare and contrast a perspective and/or practice of a culture(s) with my own culture(s). 	<p>I can locate authentic resources and describe ideas about the language and associated culture(s) that are available only through resources in the target language.</p> <ul style="list-style-type: none"> • I can interpret short samples of discourse in the target language that reflect the culture(s) in which the target language is the primary form of communication and make connections to the viewpoints of the culture(s) associated with the target language(s). • I can locate selected magazines, newspapers, authentic entertainment media and/or electronic media in the target language and use these media as the basis for describing the viewpoints of the culture(s) associated with the target language(s).

Comparisons

Through the study of language, students are invited to engage with the multilingual and multicultural world within and beyond their communities. By exploring diverse linguistic and cultural contexts, students make comparisons that enable them to better understand their own and other environments, to function in a global society, and to become informed thinkers and responsible, involved citizens. Developing insight into the nature of language and culture through comparisons involves investigating and reflecting upon the structure and function of language as well as the products and practices of culture. Comparing cultures leads to complex discussions on community connectedness and the role of the individual within various cultures. Throughout the strand, teachers and students are encouraged to employ a variety of media and technology to explore diverse linguistic and cultural contexts.

Language Comparisons	Cultural Comparisons
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Strand	Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence		
Standard	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	<p>I can recognize a variety of similarities and differences between the target language and my own language.</p> <ul style="list-style-type: none"> I can identify discrete sounds, symbols, or signs. 	<p>I can recognize a variety of similarities and differences between the target language and my own language.</p> <ul style="list-style-type: none"> I can identify discrete sounds, symbols, or signs. 	<p>I can recognize a variety of similarities and differences between the target language and my own language.</p> <ul style="list-style-type: none"> I can identify similarities and differences in the sound, writing, or signing systems.
	3 - Novice Mid	4 - Novice High	5 - Novice High
<p>I can recognize a variety of similarities and differences between the target language and my own language.</p> <ul style="list-style-type: none"> I can identify similarities and differences in the sound, writing, or signing systems. I can recognize cognates among languages. 	<p>I can recognize a variety of similarities and differences between the target language and my own language.</p> <ul style="list-style-type: none"> I can make simple comparisons of basic language forms. I can recognize word borrowings and cognates among languages. I can recognize basic idiomatic expressions among languages. 	<p>I can recognize a variety of similarities and differences between the target language and my own language.</p> <ul style="list-style-type: none"> I can make simple comparisons of basic language forms. I can recognize word borrowings and cognates among languages. I can recognize basic idiomatic expressions among languages. 	

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>I can compare the target language with my own language in order to better understand language systems.</p> <ul style="list-style-type: none"> • I can compare basic grammatical structures and syntax between languages. • I can compare idiomatic expressions, pronunciation, or nonverbal features between languages. • I can recognize that there are geographical, sociolinguistic, and/or historical variations in languages. 	<p>I can use my understanding of language comparisons to enhance my communication in the target language.</p> <ul style="list-style-type: none"> • I can compare a variety of grammatical structures and syntax between languages including how time frames are expressed. • I can compare and analyze cognates and idiomatic expressions including their evolutions and origins. • I can analyze language comparisons and explain connections and differences between languages.

Strand	Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence		
Standard	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	In my own and other cultures, I can identify products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can identify products and practices in the target culture. 	In my own and other cultures, I can identify products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can identify products and practices in the target culture. 	In my own and other cultures, I can identify products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can identify products and practices in the target culture. I can compare simple patterns of behavior.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	In my own and other cultures, I can identify products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can identify products and practices in the target culture. I can compare simple patterns of behavior. 	In my own and other cultures, I can identify products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can identify products and practices in the target culture. I can compare patterns of behavior. I can recognize stereotypes and/or generalizations in my own and other cultures. 	In my own and other cultures, I can identify products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can identify products and practices in the target culture. I can compare patterns of behavior. I can recognize stereotypes and/or generalizations in my own and other cultures.

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can compare products and practices related to everyday life and personal interests or studies. • In my own and other cultures, I can identify stereotypes and their role in the past and present treatment of groups and people. • In my own and other cultures, I can recognize the perspectives of those from different cultures to build empathy. • In my own and other cultures, I can communicate using some culturally appropriate behaviors and make basic comparisons among them. 	<p>In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.</p> <ul style="list-style-type: none"> • In my own and other cultures, I can explain how a variety of products and practices of public and personal interest are related to perspectives. • In my own and other cultures, I can explain how group identities have been formed by stereotypes and their role in the past and present treatment of groups and people. • In my own and other cultures, I can take the perspectives of those from different cultures to build empathy. • In my own and other cultures, I can communicate using culturally appropriate behaviors and make comparisons among them.

Communities

When students are learning a new language, they are doing so in the context of others who use this language. Learning a new language is a bridge to cultures, past, present, and future, and creates a personal connection for students and places them in a community. A community is a group of people who share in a common experience. Community may refer to the school community, to a student's home or family, or to digital connections that are geographically close or throughout the world. Whether students are learning a modern, classical, or signed language, and regardless of rural or urban setting, meaningful community connections enrich their lives and encourage lifelong learning. When students' language study is connected to a community, they are motivated to learn because they can see the real-life application of their learning.

School and Global Communities	Lifelong Learning
Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Strand	Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world		
Standard	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	I can interact with the community by identifying or describing the target language outside the classroom. <ul style="list-style-type: none"> • I can identify the target language in the community. • I can share what I have learned about my target language and culture(s) outside the classroom. 	I can interact with the community by identifying or describing the target language outside the classroom. <ul style="list-style-type: none"> • I can identify the target language in the community. • I can share what I have learned about my target language and culture(s) outside the classroom. 	I can interact with the community by identifying or describing the target language outside the classroom. <ul style="list-style-type: none"> • I can identify the target language in the community. • I can share what I have learned about my target language and culture(s) outside the classroom.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	I can interact with the community by identifying or describing the target language outside the classroom. <ul style="list-style-type: none"> • I can identify the target language in the community. • I can share what I have learned about my target language and culture outside the classroom. 	I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures. <ul style="list-style-type: none"> • I can engage with resources to share or interact with the community. • I can contribute to the community using cultural or linguistic skills. 	I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures. <ul style="list-style-type: none"> • I can engage with resources to share or interact with the community. • I can contribute to the community using cultural or linguistic skills.

	Early Adolescence	Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low
	<p>I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.</p> <ul style="list-style-type: none"> • I can engage with resources to share or interact with the community. • I can contribute to the community using cultural or linguistic skills. 	<p>I can interact and collaborate with the community with cultural competence and linguistic skills.</p> <ul style="list-style-type: none"> • I can contribute to resources used in the community. • I can contribute to the community using cultural or linguistic skills while demonstrating awareness and understanding of cultural differences and adjusting my behavior accordingly.

Strand	Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world		
Standard	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Performance Expectations	Childhood		
	K - Novice Low	1 - Novice Low	2 - Novice Mid
	I can choose goals for growth and reflect on my progress in using and enjoying the target language. • I can choose a goal and describe or record my progress.	I can choose goals for growth and reflect on my progress in using and enjoying the target language. • I can choose a goal and describe or record my progress.	I can choose goals for growth and reflect on my progress in using and enjoying the target language. • I can choose a goal and describe or record my progress.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	I can choose goals for growth and reflect on my progress in using and enjoying the target language. • I can choose a goal and describe or record my progress.	I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community. • I can create goals for myself and record and reflect on my progress	I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community. • I can create goals for myself and record and reflect on my progress.
	Early Adolescence		Adolescence
	6-8 - Intermediate Low/Intermediate Mid	9-diploma - Intermediate High/Advanced Low	
I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community. • I can create goals for myself and record and reflect on my progress. • I can reflect on and explain how language experiences enrich my life.	I can set goals for myself that facilitate my engagement with the community and reflect on my experiences. • I can create goals for myself and record and reflect on my progress. • I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.		

