

NOTE: This document contains only the list of numbered standards for the World Languages curriculum guide, as posted in the curriculum database on the NHEON website at www.nheon.org.

NH Guidelines for World Languages Learning

A Curriculum Guide developed by NH Association of World Language Teachers

- Introduction ([click here](#))
- Guidelines for WL Learning ([click here](#))
- Language Learning Sequence ([click here](#))
- Assessment ([click here](#))
- Horizontal Courses ([click here](#))
- Conclusion ([click here](#))
- Learning Scenarios ([click here](#))
- Sample Assessment Activities ([click here](#))
- Sample Portfolio Templates ([click here](#))
- Benchmarks of Student Progress ([click here](#))
- References ([click here](#))

NOTE TO THE VIEWER: The NH World Languages Curriculum Framework was developed by the NHAWLT. There is no curriculum framework that has been officially adopted for the area of World Languages by the NH Department of Education. Therefore, this set of guidelines is posted to the NHEON site as an alternative resource for the NH world language educators.

Strand (click on strand title to view purpose statement and curriculum standards for each strand)	Curriculum Standard (click on number to view curriculum standard)	Stage I (click on number to view proficiency standards for this stage)	Stage II (click on number to view proficiency standards for this stage)	Stage III (click on number to view proficiency standards for this stage)	Stage IV (click on number to view proficiency standards for this stage)	Stage V (click on number to view proficiency standards for this stage)
1. Communication	1.1 1.2 1.3	1.1.1 1.2.1 1.3.1	1.1.2 1.2.2 1.3.2	1.1.3 1.2.3 1.3.3	1.1.4 1.2.4 1.3.4	1.1.5 1.2.5 1.3.5
2. Cultures	2.1 2.2	2.1.1 2.2.1	2.1.2 2.2.2	2.3.1 2.3.2	2.1.4 2.2.4	2.1.5 2.2.5
3. Connections	3.1 3.2	3.1.1 3.2.1	3.1.2 3.2.2	3.1.3 3.2.3	3.1.4 3.2.4	3.1.5 3.2.5
4. Comparisons	4.1 4.2	4.1.1 4.2.1	4.1.2 4.2.2	4.1.3 4.2.3	4.1.4 4.2.4	4.1.5 4.2.5
5. Communities	5.1	5.1.1	5.1.2	5.1.3	5.1.4	5.1.5

	5.2	5.2.1	5.2.2	5.2.3	5.2.4	5.2.5
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FRAMEWORK: WORLD LANGUAGES

STRAND: COMMUNICATION

1. Communication

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

World Languages

Communication - Curriculum Standard 1 - Stage 1 (1.1.1)

- 1.1.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 1.1.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 1.1.1.3 Understand the basic message.

World Languages

Communication - Curriculum Standard 1 – Stage 2 (1.1.2)

- 1.1.2.1 Demonstrate increasing fluency and control of vocabulary.
- 1.1.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 1.1.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 1.1.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 1.1.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Communication - Curriculum Standard 1 - Stage 3 (1.1.3)

- 1.1.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 1.1.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 1.1.3.3 Generally use culturally appropriate behavior in social situations.
- 1.1.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Communication - Curriculum Standard 1 - Stage 4 (1.1.4)

- 1.1.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.
- 1.1.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 1.1.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Communication - Curriculum Standard 1 - Stage 5 (1.1.5)

- 1.1.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 1.1.5.2 Comprehend significant ideas and most supporting details.

1.2 Students understand and interpret written and spoken language on a variety of topics.

World Languages

Communication - Curriculum Standard 2 - Stage 1 (1.2.1)

- 1.2.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 1.2.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 1.2.1.3 Understand the basic message.

World Languages

Communication - Curriculum Standard 2 - Stage 2 (1.2.2)

- 1.2.2.1 Demonstrate increasing fluency and control of vocabulary.
- 1.2.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 1.2.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 1.2.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 1.2.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Communication - Curriculum Standard 2 - Stage 3 (1.2.3)

- 1.2.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 1.2.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 1.2.3.3 Generally use culturally appropriate behavior in social situations.
- 1.2.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Communication - Curriculum Standard 2 - Stage 4 (1.2.4)

- 1.2.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

- 1.2.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 1.2.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Communication - Curriculum Standard 2 - Stage 5 (1.2.5)

- 1.2.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 1.2.5.2 Comprehend significant ideas and most supporting details.

- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

World Languages

Communication - Curriculum Standard 3 - Stage 1 (1.3.1)

- 1.3.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 1.3.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 1.3.1.3 Understand the basic message.

World Languages

Communication - Curriculum Standard 3 - Stage 2 (1.3.2)

- 1.3.2.1 Demonstrate increasing fluency and control of vocabulary
- 1.3.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 1.3.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 1.3.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 1.3.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Communication - Curriculum Standard 3 - Stage 3 (1.3.3)

- 1.3.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 1.3.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 1.3.3.3 Generally use culturally appropriate behavior in social situations.
- 1.3.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Communication - Curriculum Standard 3 - Stage 4 (1.3.4)

- 1.3.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.
- 1.3.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 1.3.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Communication - Curriculum Standard 3 - Stage 5 (1.3.5)

- 1.3.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 1.3.5.2 Comprehend significant ideas and most supporting details.

FRAMEWORK: WORLD LANGUAGES

STRAND: CULTURES

2. Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

World Languages

Cultures - Curriculum Standard 1 - Stage 1 (2.1.1)

- 2.1.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 2.1.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 2.1.1.3 Understand the basic message.

World Languages

Cultures - Curriculum Standard 1 - Stage 2 (2.1.2)

- 2.1.2.1 Demonstrate increasing fluency and control of vocabulary.
- 2.1.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 2.1.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 2.1.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 2.1.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Cultures - Curriculum Standard 1 - Stage 3 (2.1.3)

- 2.1.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 2.1.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 2.1.3.2 Generally use culturally appropriate behavior in social situations.
- 2.1.3.3 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Cultures - Curriculum Standard 1 - Stage 4 (2.1.4)

- 2.1.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.
- 2.1.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 2.1.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Cultures - Curriculum Standard 1 - Stage 5 (2.1.5)

- 2.1.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 2.1.5.2 Comprehend significant ideas and most supporting details.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

World Languages

Cultures - Curriculum Standard 2 - Stage 1 (2.2.1)

- 2.2.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 2.2.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 2.2.1.3 Understand the basic message.

World Languages

Cultures - Curriculum Standard 2 - Stage 2 (2.2.2)

- 2.2.2.1 Demonstrate increasing fluency and control of vocabulary.
- 2.2.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 2.2.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 2.2.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 2.2.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Cultures - Curriculum Standard 2 - Stage 3 (2.2.3)

- 2.2.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 2.2.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 2.2.3.3 Generally use culturally appropriate behavior in social situations.
- 2.2.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Cultures - Curriculum Standard 2 - Stage 4 (2.2.4)

- 2.2.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

2.2.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.

2.2.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Cultures - Curriculum Standard 2 - Stage 5 (2.2.5)

2.2.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.

2.2.5.2 Comprehend significant ideas and most supporting details.

FRAMEWORK: WORLD LANGUAGES

STRAND: CONNECTIONS

3. Connections

3.1 Students reinforce and further their knowledge of other disciplines through the world language.

World Languages

Connections - Curriculum Standard 1 - Stage 1 (3.1.1)

- 3.1.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 3.1.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 3.1.1.3 Understand the basic message.

World Languages

Connections - Curriculum Standard 1 - Stage 2 (3.1.2)

- 3.1.2.1 Demonstrate increasing fluency and control of vocabulary
- 3.1.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 3.1.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 3.1.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 3.1.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Connections - Curriculum Standard 1 - Stage 3 (3.1.3)

- 3.1.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 3.1.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 3.1.3.3 Generally use culturally appropriate behavior in social situations.
- 3.1.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Connections - Curriculum Standard 1 - Stage 4 (3.1.4)

- 3.1.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.
- 3.1.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 3.1.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Connections - Curriculum Standard 1 - Stage 5 (3.1.5)

- 3.1.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
 - 3.1.5.2 Comprehend significant ideas and most supporting details.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

World Languages

Connections - Curriculum Standard 2 - Stage 1 (3.2.1)

- 3.2.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 3.2.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 3.2.1.3 Understand the basic message.

World Languages

Connections - Curriculum Standard 2 - Stage 2 (3.2.2)

- 3.2.2.1 Demonstrate increasing fluency and control of vocabulary
- 3.2.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 3.2.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 3.2.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 3.2.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Connections - Curriculum Standard 2 - Stage 3 (3.2.3)

- 3.2.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 3.2.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 3.2.3.3 Generally use culturally appropriate behavior in social situations.
- 3.2.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Connections - Curriculum Standard 2 - Stage 4 (3.2.4)

- 3.2.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

- 3.2.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 3.2.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Connections - Curriculum Standard 2 - Stage 5 (3.2.5)

- 3.2.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 3.2.5.2 Comprehend significant ideas and most supporting details.

FRAMEWORK: WORLD LANGUAGES

STRAND: COMPARISONS

4. Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

World Languages

Comparisons - Curriculum Standard 1 - Stage 1 (4.1.1)

4.1.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.

4.1.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.

4.1.1.3 Understand the basic message.

World Languages

Comparisons - Curriculum Standard 1 - Stage 2 (4.1.2)

4.1.2.1 Demonstrate increasing fluency and control of vocabulary.

4.1.2.2 Show no significant pattern of error when performing Stage 1 functions.

4.1.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.

4.1.2.4 Understand oral and written discourse, with few errors in comprehension when reading.

4.1.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Comparisons - Curriculum Standard 1 - Stage 3 (4.1.3)

4.1.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.

4.1.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.

4.1.3.3 Generally use culturally appropriate behavior in social situations.

4.1.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Comparisons - Curriculum Standard 1 - Stage 4 (4.1.4)

4.1.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

4.1.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.

4.1.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Comparisons - Curriculum Standard 1 - Stage 5 (4.1.5)

- 4.1.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 4.1.5.2 Comprehend significant ideas and most supporting details.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

World Languages

Comparisons - Curriculum Standard 2 - Stage 1 (4.2.1)

- 4.2.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 4.2.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 4.2.1.3 Understand the basic message.

World Languages

Comparisons - Curriculum Standard 2 - Stage 2 (4.2.2)

- 4.2.2.1 Demonstrate increasing fluency and control of vocabulary.
- 4.2.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 4.2.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 4.2.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 4.2.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Comparisons - Curriculum Standard 2- Stage 3 (4.2.3)

- 4.2.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 4.2.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 4.2.3.3 Generally use culturally appropriate behavior in social situations.
- 4.2.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Comparisons - Curriculum Standard 2- Stage 4 (4.2.4)

- 4.2.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

4.2.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.

4.2.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Comparisons - Curriculum Standard 2- Stage 5 (4.2.5)

4.2.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.

4.2.5.2 Comprehend significant ideas and most supporting details.

FRAMEWORK: WORLD LANGUAGES

STRAND: COMMUNITIES

5. Communities

5.1 Students use the language both within and beyond the classroom.

World Languages

Communities - Curriculum Standard 1 - Stage 1 (5.1.1)

- 5.1.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.
- 5.1.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.
- 5.1.1.3 Understand the basic message.

World Languages

Communities - Curriculum Standard 1 - Stage 2 (5.1.2)

- 5.1.2.1 Demonstrate increasing fluency and control of vocabulary.
- 5.1.2.2 Show no significant pattern of error when performing Stage 1 functions.
- 5.1.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.
- 5.1.2.4 Understand oral and written discourse, with few errors in comprehension when reading.
- 5.1.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Communities - Curriculum Standard 1 - Stage 3 (5.1.3)

- 5.1.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.
- 5.1.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.
- 5.1.3.3 Generally use culturally appropriate behavior in social situations.
- 5.1.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Communities - Curriculum Standard 1 - Stage 4 (5.1.4)

- 5.1.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.
- 5.1.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 5.1.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Communities - Curriculum Standard 1 - Stage 5 (5.1.5)

5.1.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.

5.1.5.2 Comprehend significant ideas and most supporting details.

5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

World Languages

Communities - Curriculum Standard 2 - Stage 1 (5.2.1)

5.2.1.1 Communicate effectively with some hesitation and errors, which do not hinder conversation.

5.2.1.2 Demonstrate culturally acceptable behavior for Stage 1 functions.

5.2.1.3 Understand the basic message.

World Languages

Communities - Curriculum Standard 2 - Stage 2 (5.2.2)

5.2.2.1 Demonstrate increasing fluency and control of vocabulary.

5.2.2.2 Show no significant pattern of error when performing Stage 1 functions.

5.2.2.3 Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions.

5.2.2.4 Understand oral and written discourse, with few errors in comprehension when reading.

5.2.2.5 Demonstrate culturally appropriate behavior for Stage II functions.

World Languages

Communities - Curriculum Standard 2 - Stage 3 (5.2.3)

5.2.3.1 Communicate more effectively, though tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.

5.2.3.2 Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.

5.2.3.3 Generally use culturally appropriate behavior in social situations.

5.2.3.4 Are able to understand and retain most key ideas and some supporting detail when reading and listening.

World Languages

Communities - Curriculum Standard 2 - Stage 4 (5.2.4)

5.2.4.1 Can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary.

- 5.2.4.2 Demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate.
- 5.2.4.3 Are able to understand and report most key ideas and some supporting detail when reading and listening.

World Languages

Communities - Curriculum Standard 2 - Stage 5 (5.2.5)

- 5.2.5.1 Use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses.
- 5.2.5.2 Comprehend significant ideas and most supporting details.