

Heritage Language Learners

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1C

1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1C.1I

1I. Proficiency Benchmark: Intermediate - I can participate in spontaneous spoken, written, or gestured conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. 1C.1I

II. Intermediate Low (IL) **IL**

a I can participate in spontaneous spoken, written, or gestured conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions using my heritage language. 1C.1I.II.A

b I can employ idiomatic, colloquial, and proverbial expressions as well as register with guidance to enhance comprehension. 1C.1I.II.B

IM. Intermediate Mid (IM) **IM**

a I can identify and exchange information in spoken and written conversations on a variety of familiar and researched topics including heritage topics, while using words, phrases and connected sentences through my heritage language. 1C.1I.IM.A

b I can employ idiomatic, colloquial, and proverbial expressions as well as register with some guidance to enhance comprehension. 1C.1I.IM.B

IH. Intermediate High (IH) **IH**

a I can discuss and exchange opinions in spoken, written, and gestured conversations in my heritage language on enduring contemporary topics I have researched using connected sentences that may combine to form paragraphs and ask a variety of questions, often across various time frames. 1C.1I.IH.A

b I can employ idiomatic, colloquial, and proverbial expressions as well as register independently to enhance comprehension. 1C.1I.IH.B

2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Novice - I can 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 in spoken and/or written contexts in my heritage language. 1C.2I

NH. Novice High (NH) NH

- a** I can identify and recognize some words and phrases in both very familiar and everyday contexts read in my heritage language. 1C.2I.NH.A
- b** I can identify and recognize some learned or memorized words and phrases when I read in my heritage language. 1C.2I.NH.B
- c** I can identify main ideas in fiction and non-fiction as well as identify the structural elements of text and its purpose when I engage with my heritage language. 1C.2I.NH.C
- d** I can identify some supporting topics related to the main topic when I read in my heritage language. 1C.2I.NH.D
- e** I can recognize similes, metaphors, imagery, and other literary devices. 1C.2I.NH.E
- f** I can identify some practices, products, and perspectives of my heritage culture when I read in my heritage language. 1C.2I.NH.F

2I. Proficiency Benchmark: Intermediate - I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken and/or written contexts in my heritage language. 1C.2I

IL. Intermediate Low (IL) IL

- a** I can demonstrate the main idea of short and simple texts when the topic is familiar and in my heritage language. 1C.2I.IL.A
- b** I can understand some additional topics related to the main idea of short and simple texts when the topic is familiar in my heritage language. 1C.2I.IL.B
- c** I can understand messages from friends and some information from news media when the topic is familiar in my heritage language. 1C.2I.IL.C
- d** I can interpret literal and figurative language in fiction and determine figurative connotation of words in context. 1C.2I.IL.D
- e** I can understand some practices, products, and perspectives of the heritage cultures (ex. geography, history, religion, fine arts, etc.). 1C.2I.IL.E

IM. Intermediate Mid (IM) IM

- a** I can interpret specialized vocabulary, appropriate register, and genre specific conventions in texts related to enduring contemporary topics in the heritage language. 1C.2I.IM.A
- b** I can analyze and examine the main idea and supporting points of a text related to enduring contemporary topics in the heritage

language. **1C.2I.IM.B**

- c** I can evaluate arguments, point of view, or purpose for both fiction and nonfiction texts in the heritage language. **1C.2I.IM.C**
- d** I can examine and analyze similes, metaphors, imagery, and other literary devices. **1C.2I.IM.D**
- e** - I can analyze and examine some practices, products, and perspectives of the heritage cultures (ex. geography, history, religion, fine arts, etc.). **1C.2I.IM.E**

3 Interpretive Listening 1C.3I

3I. Proficiency Benchmark: Intermediate - I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken or gestured contexts in my heritage language. 1C.3I

IL. Intermediate Low (IL) IL

- a In conversations and discussions, I can recognize the use of idiomatic, colloquial, and proverbial expressions as well as register. 1C.3I.IL.A
- b In conversations and discussions, I can recognize word families, cognates, and borrowed and shared words to expand vocabulary and derive meaning. 1C.3I.IL.B
- c In conversations and discussions, I can interpret oral communication with guidance. 1C.3I.IL.C
- d In conversations and discussions, I can recognize non-verbal cues that enhance understanding of oral communication. 1C.3I.IL.D

IM. Intermediate Mid (IM) IM

- a In conversations and discussions, I can usually understand and examine the use of idiomatic, colloquial and proverbial expressions as well as register. 1C.3I.IM.A
- b In conversations and discussions, I can group word families, cognates, borrowed and shared words to expand vocabulary and derive meaning. 1C.3I.IM.B
- c In conversations and discussions, I can understand and sometimes analyze oral communication with little guidance. 1C.3I.IM.C
- d In conversations and discussions, I can examine non-verbal cues that enhance understanding of oral communication. 1C.3I.IM.D

IH. Intermediate High (IH) IH

- a In conversations and discussions, I can analyze the use of idiomatic, colloquial, and proverbial expressions as well as register. 1C.3I.IH.A
- b In conversations and discussions, I can examine and analyze word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning. 1C.3I.IH.B
- c In conversations and discussions, I can synthesize oral communications on various enduring contemporary topics. 1C.3I.IH.C
- d In conversations and discussions, I can evaluate non-verbal cues that enhance understanding of oral communication. 1C.3I.IH.D

4 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers. 1C.P

P. Proficiency Benchmark: Novice - I can communicate and present information on familiar, personal, and everyday topics using simple sentences as well as idiomatic, colloquial, and proverbial expressions through spoken or written heritage language supported by visuals and gestures. 1C.P

NH. Novice High (NH) NH

- a** I can present information about myself and familiar topics using original simple sentences in my heritage language. 1C.P.NH.A
- b** I can use appropriate grammatical agreement and register as well as idiomatic, colloquial, and proverbial expressions in the heritage language with guidance. 1C.P.NH.B
- c** I can identify citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance. 1C.P.NH.C

P. Proficiency Benchmark: Intermediate - I can communicate information, make presentations, and express my thoughts about enduring contemporary topics using paragraphs and a series of connected paragraphs through spoken and written heritage language supported by visuals and gestures. 1C.P

IL. Intermediate Low (IL) IL

- a** I can present information about my life, activities, and enduring contemporary topics using original, simple sentences in my heritage language. 1C.P.IL.A
- b** I can use appropriate grammatical agreement and register as well as idiomatic, colloquial, and proverbial expressions independently in the heritage language. 1C.P.IL.B
- c** I can use/integrate citations, anecdotes, quotes, and details to support the message and purpose of written communications with some guidance. 1C.P.IL.C

IM. Intermediate Mid (IM) IM

- a** I can present information about enduring contemporary topics related to the heritage language. 1C.P.IM.A
 - b** I can use specialized vocabulary and consistent verb tenses to evaluate enduring contemporary topics in the heritage language with facilitation using connected paragraphs. 1C.P.IM.B
 - c** I can use and integrate citations, anecdotes, quotes, and details and explain how they support the message and purpose of written communications with facilitation. 1C.P.IM.C
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Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners use language to interact with others in and from another culture. 2C.IC

IC. Proficiency Benchmark: I can understand my heritage culture through comparisons made between practices, products, and perspectives of my heritage culture and those of the predominant culture. 2C.IC

N. Novice (N) N

- a** I can identify the interrelationships among the practices, products, and perspectives of my heritage culture and those of the predominant culture. 2C.IC.N.A
- b** I can recognize how these interrelations shape my cultural identity. 2C.IC.N.B
- c** I can recognize in writing the influences of heritage language usage manifested in communications in my community. 2C.IC.N.C

I. Intermediate (I) I

- a** I can identify the interrelationships among the practices, products, and perspectives of my heritage culture in relation to the predominant culture. 2C.IC.I.A
- b** I can analyze how these interrelations shape my cultural identity. 2C.IC.I.B
- c** I can examine in writing the influence of heritage language usage manifested in communications in my community. 2C.IC.I.C

A. Advanced (A) A

- a** I can evaluate the interrelationships among the practices, products, and perspectives of my heritage culture and those of the predominant culture. 2C.IC.A.A
- b** I can examine how these interrelations shape my cultural identity. 2C.IC.A.B
- c** I can analyze and explain in writing the influences of heritage language usage manifested in communications in my community. 2C.IC.A.C

2 Relating Cultural Practices and Products to Perspectives (Investigate)- Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures. 2C.CI

CI. Proficiency Benchmark: Novice - I can investigate products and practices to help me understand perspectives in the target cultures and in my own. 2C.CI

N. Novice (N) **N**

- a** I can investigate products and practices to help me understand perspectives in the target cultures and in my own. 2C.CI.N.A
- b** I can identify and describe the perspectives of different traditions within families, communities, and schools. 2C.CI.N.B
- c** I can identify and describe the different traditions in comparison with my own heritage experiences. 2C.CI.N.C
- d** I can identify and describe significant contemporary experiences that are unique to my heritage culture. 2C.CI.N.D
- e** I can research, identify and describe significant historical phenomena that are unique to my heritage culture. 2C.CI.N.E
- f** I can identify and compare the different historical and contemporary heritage backgrounds among my heritage classmates. 2C.CI.N.F
- g** I can connect and discuss historical and contemporary phenomena of my heritage language and culture with my peers, school community, heritage community and family. 2C.CI.N.G

CI. Proficiency Benchmark: Intermediate - I can explain through comparisons between products and practices to help me understand perspectives in the target cultures and in my own. 2C.CI

I. Intermediate (I) **I**

- a** I can explain through comparisons between products and practices to help me understand perspectives in the target cultures and in my own. 2C.CI.I.A
- b** I can describe and discuss the perspectives of different traditions within families, communities, and schools. 2C.CI.I.B
- c** I can describe and discuss the different traditions in comparison with my own heritage experiences. 2C.CI.I.C
- d** I can research and examine contemporary experiences that are unique to my heritage culture. 2C.CI.I.D
- e** I can research and examine significant historical phenomena that are unique to my heritage culture. 2C.CI.I.E
- f** I can discuss the different historical and contemporary heritage backgrounds among my heritage classmates. 2C.CI.I.F
- g** I can discuss and examine historical and contemporary phenomena of my heritage language and culture with my peers, school community, heritage community, and family. 2C.CI.I.G

CI. Proficiency Benchmark: Advanced - I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own. **2C.CI**

A. Advanced (A) **A**

- a** I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own. **2C.CI.A.A**
- b** I can discuss and analyze the perspectives of different traditions within families, communities, and schools. **2C.CI.A.B**
- c** I can discuss and analyze the different traditions in comparison with my own heritage experiences. **2C.CI.A.C**
- d** I can research, discuss, and analyze contemporary experiences that are unique to my heritage culture. **2C.CI.A.D**
- e** I can research, discuss, and analyze significant historical phenomena that are unique to my heritage culture. **2C.CI.A.E**
- f** I can analyze the different historical and contemporary heritage backgrounds among my heritage classmates. **2C.CI.A.F**
- g** I can analyze historical and contemporary phenomena of my heritage language and culture with my peers, school community, heritage community, and family to advocate for positive language and cultural identity development. **2C.CI.A.G**

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations. 3C

1 Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures. 3C.IP

IP. Proficiency Benchmarks **3C.IP**

- N** Novice: I can gather primary resources of the heritage language and culture and connect to my heritage language and culture. **3C.IP.N**
- I** Intermediate: I can gather primary resources of the heritage language and culture and identify the perspective of the resource. **3C.IP.I**
- A.a** Advanced: I can critique primary resources of the heritage language and culture and discern its inclusion of diverse perspectives. **3C.IP.A.A**
- A.b** Advanced: I can solicit diverse perspectives of the heritage language and culture to ensure its inclusion of multiple perspectives. **3C.IP.A.B**

2 Making Connections - Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively. 3C.MC

MC. Proficiency Benchmarks 3C.MC

- N** Novice: I can use my heritage language, culture, and experiences across some social and academic contexts. 3C.MC.N
- I** Intermediate: I can appropriate my heritag 3C.MC.I
- A** Advanced: I can appropriate my heritage language, culture, and experiences across multiple social and academic contexts. 3C.MC.A

Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own. 4C.CC

CC. Proficiency Benchmarks 4C.CC

- N** Novice: I can identify differences and similarities between my community and cultures of the target language. 4C.CC.N
- I** Intermediate: I can explain and provide generic details about differences and similarities between my community and cultures of the target language. 4C.CC.I
- A** Advanced: I can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the language that I use. 4C.CC.A

2 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. 4C.LC

LC. Proficiency Benchmarks 4C.LC

- N.a** Novice: I can use my heritage language to identify, describe, and discuss the nature of language, with guidance. 4C.LC.N.A
 - N.b** Novice: I can recognize national and regional language variation within the heritage language. 4C.LC.N.B
 - I.a** Intermediate: I can use my heritage language to investigate, explain, and reflect on the nature of language with minimal guidance. 4C.LC.I.A
 - I.b** Intermediate: I can describe national and regional language variation within the heritage language. 4C.LC.I.B
 - A.a** Advanced: I can use my heritage language to investigate, explain, and reflect on the nature of language on my own. 4C.LC.A.A
 - A.b** Advanced: I can examine and analyze national and regional language variation within the heritage language. 4C.LC.A.B
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Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5C.SG

SG. Proficiency Benchmark 5C.SG

- N** Novice: I can connect my experiences, including my heritage identity and language, while interacting within my school and home. 5C.SG.N
- I** Intermediate: I can connect my experiences, including my heritage identity and language, while interacting within my school, home and community. 5C.SG.I
- A** Advanced: I can embody my heritage experiences, including my linguistic, cultural, and racial identities, while deeply engaging and advocating across multiple social contexts including schools, home, and community. 5C.SG.A

2 Lifelong Learning - Learners reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5C.LL

LL. Proficiency Benchmarks 5C.LL

- N** I can connect with my heritage to identify relationships between my heritage family and school. 5C.LL.N
- I** Intermediate: I can connect with my family's experiences and my heritage community to identify ways to be engaged within the greater school and community. 5C.LL.I
- A** Advanced: I can engage within my heritage and major communities to identify specific strategies and goals that consider the multiple contributions of my school, home, and community. 5C.LL.A