
Montana Content Standards for World Languages

Adopted October 1999

Contents

Introduction	3
WORLD LANGUAGES CONTENT STANDARD 1	5
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1	5
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2	5
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3	5
WORLD LANGUAGES CONTENT STANDARD 2	6
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1	6
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2	6
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3	6
WORLD LANGUAGES CONTENT STANDARD 3	7
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1	7
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2	7
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3	7
WORLD LANGUAGES CONTENT STANDARD 4	8
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1	8
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2	8
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3	8
WORLD LANGUAGES CONTENT STANDARD 5	9
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1	9
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2	9
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3	9
WORLD LANGUAGES CONTENT STANDARD 6	10
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1	10
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2	10
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3	10
WORLD LANGUAGES CONTENT STANDARD 7	11
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1	11
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2	11
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3	11
WORLD LANGUAGES CONTENT STANDARD 8	12
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1	12
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2	12
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3	12
WORLD LANGUAGES CONTENT STANDARD 9	13
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1	13
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2	13
BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3	13

Introduction

To relate in a meaningful way to another human being one must be able to communicate. Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections.

These standards reflect the reality of language offerings in Montana today, and also envision the future of world languages for Montana's students in K-12 language learning programs. All students are capable of learning a second language. Language learning should start early and be a sequential process leading to enjoyable lifelong learning. The earlier a student begins language learning, the more proficient the learner becomes.

*Language and communication are at the heart of the human experience. [Montana] must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English speaking backgrounds should also have opportunities to develop further proficiencies in their first language. To study another language and culture gives one the powerful key to success communication: Knowing how, when, and why to say what to whom. (From *Standards for Foreign Language Learning: Preparing for the 21st Century*, EMC Publishing, 1996.)*

Classical languages and some American Indian languages will often have a different communication focus than modern languages. The standards and benchmarks, designed to encompass all aspects of language learning, are applied as they fit the recognized purpose of the study of a particular language. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all American Indian languages.

Communication

Content Standard 1 – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Content Standard 2 – Students understand and interpret spoken and/or written languages on a variety of topics.

Content Standard 3 – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

Cultures

Content Standard 4 – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

Connections

Content Standard 5 – Students reinforce and increase his/her knowledge of other disciplines through world languages.

Content Standard 6 – Students acquire information and perspectives through authentic materials in world languages and within cultures.

Comparisons

Content Standard 7 – Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.

Content Standard 8 – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.

Communities

Content Standard 9 – Students apply language skills and cultural knowledge in daily life.

WORLD LANGUAGES CONTENT STANDARD 1

(1) To satisfy the requirements of world languages content standard 1, a student must engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 1 for a student at the end of benchmark 1 is the ability to:

- (a) express feelings, likes, and dislikes;
- (b) respond in one-on-one interactions;
- (c) create simple descriptions of people and things within a context;
- (d) express agreement and disagreement; and
- (e) express basic needs.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 1 for a student at the end of benchmark 2 is the ability to:

- (a) qualify feelings, likes, and dislikes;
- (b) exchange information using appropriate gestures;
- (c) create detailed descriptions within a context;
- (d) describe a problem and suggest and recommend solutions; and
- (e) elaborate on needs and interact in basic survival situations.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 1 for a student at the end of benchmark 3 is the ability to:

- (a) exchange personal ideas and support them;
- (b) initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics;
- (c) create more elaborate descriptions and add opinions;
- (d) collaborate and compromise to develop, propose, and negotiate solutions; and
- (e) manage unforeseen situations.

WORLD LANGUAGES CONTENT STANDARD 2

(1) To satisfy the requirements of world languages content standard 2, a student must understand and interpret spoken and/or written language on a variety of topics.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 2 for a student at the end of benchmark 1 is the ability to:

- (a) identify people and objects using aural, visual, and contextual cues;
- (b) comprehend and respond appropriately to simple oral and written communications; and
- (c) read and respond to developmentally appropriate material and identify the main idea.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 2 for a student at the end of benchmark 2 is the ability to:

- (a) respond appropriately to complex aural, visual, written, or contextual cues;
- (b) comprehend and respond appropriately to complex oral and written communications; and
- (c) interpret the main idea and significant details from authentic materials and literary samples.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 2 for a student at the end of benchmark 3 is the ability to:

- (a) analyze information based on complex aural, visual, written, or contextual cues;
- (b) comprehend and respond appropriately to oral and written communications intended for native speakers; and
- (c) interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples.

WORLD LANGUAGES CONTENT STANDARD 3

(1) To satisfy the requirements of world languages content standard 3, a student must convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 3 for a student at the end of benchmark 1 is the ability to:

- (a) give directions, commands, and instructions;
- (b) give a description orally and/or in writing using simple phrases;
- (c) write a personal communication (e.g., note, letter, invitation) ; and
- (d) summarize main idea of selected authentic and/or contextualized material.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 3 for a student at the end of benchmark 2 is the ability to:

- (a) explain a process based on prior knowledge and/or experience;
- (b) give a description orally and/or in writing using complex sentences;
- (c) produce formal and informal written and/or oral communication; and
- (d) interpret information from authentic material for an audience.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 3 for a student at the end of benchmark 3 is the ability to:

- (a) explain a complex process incorporating detailed instructions;
- (b) give a description orally and in writing using complex, detailed paragraphs;
- (c) produce a written sample to convey a mood, implied meaning, or abstract idea; and
- (d) create an analysis of authentic media or literary samples and present it to an audience.

WORLD LANGUAGES CONTENT STANDARD 4

(1) To satisfy the requirements of world languages content standard 4, a student must demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 4 for a student at the end of benchmark 1 is the ability to:

- (a) identify significant cultural perspectives and practices;
- (b) recognize and interpret language and behaviors that reflect the culture;
- (c) identify objects, images, symbols, products, and other contributions of the culture; and
- (d) identify the expressive forms of the culture (e.g., art, architecture, music, dance).

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 4 for a student at the end of benchmark 2 is the ability to:

- (a) describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors);
- (b) produce language and behaviors appropriate to the culture;
- (c) explain objects, images, symbols, products, and other contributions of the culture; and
- (d) describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance).

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 4 for a student at the end of benchmark 3 is the ability to:

- (a) analyze the development of different cultural practices (e.g., social and geographic factors);
- (b) apply language and behaviors that reflect the culture in an authentic situation;
- (c) analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture; and
- (d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance).

WORLD LANGUAGES CONTENT STANDARD 5

(1) To satisfy the requirements of world languages content standard 5, a student must reinforce and increase his/her knowledge of other disciplines through world languages.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 5 for a student at the end of benchmark 1 is the ability to:

- (a) identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines; and
- (b) identify, through world language resources, information for use in other disciplines.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 5 for a student at the end of benchmark 2 is the ability to:

- (a) transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines; and
- (b) analyze information gathered through world language resources for use in other disciplines.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 5 for a student at the end of benchmark 3 is the ability to:

- (a) apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines; and
- (b) locate authentic language resources and synthesize information for use in other disciplines.

WORLD LANGUAGES CONTENT STANDARD 6

(1) To satisfy the requirements of world languages content standard 6, a student must acquire information and perspectives through authentic materials in the world languages and within the cultures.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 6 for a student at the end of benchmark 1 is the ability to:

- (a) gather information from sources intended for native speakers of the language; and
- (b) use authentic sources to identify perspectives of world cultures.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to:

- (a) analyze and apply information from sources intended for native speakers of the language; and
- (b) use authentic sources to analyze perspectives of world cultures.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 6 for a student at the end of benchmark 3 is the ability to:

- (a) acquire and synthesize information from sources intended for native speakers of the language; and
- (b) use authentic sources to synthesize perspectives of world cultures.

WORLD LANGUAGES CONTENT STANDARD 7

(1) To satisfy the requirements of world languages content standard 7, a student must recognize that different languages use different patterns and apply this knowledge to his/her own language.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 7 for a student at the end of benchmark 1 is the ability to:

- (a) identify sound patterns of the target language and compare them to the student's own language;
- (b) identify structural patterns of the target language;
- (c) identify idiomatic expressions of the target language; and
- (d) identify connections among languages.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 7 for a student at the end of benchmark 2 is the ability to:

- (a) apply, within limited contexts, sound patterns of the target language;
- (b) apply, within limited contexts, structural patterns of the target language;
- (c) compare and contrast idiomatic expressions of the target language and the student's own language; and
- (d) explain the changing nature of languages.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 7 for a student at the end of benchmark 3 is the ability to:

- (a) apply, in a variety of contexts, sound patterns of the target language;
- (b) use knowledge of structural patterns in both the target language and the student's own language to communicate effectively;
- (c) use idiomatic expressions of the target language in the correct context; and
- (d) describe how languages influence each other.

WORLD LANGUAGES CONTENT STANDARD 8

(1) To satisfy the requirements of world languages content standard 8, a student must demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 8 for a student at the end of benchmark 1 is the ability to recognize similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 8 for a student at the end of benchmark 2 is the ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 8 for a student at the end of benchmark 3 is the ability to:

(a) analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources; and

(b) use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and the student's own culture.

WORLD LANGUAGES CONTENT STANDARD 9

(1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1

(1) The benchmark for world languages content standard 9 for a student at the end of benchmark 1 is the ability to:

- (a) identify the target language in the student's daily life and share that knowledge with others;
- (b) locate connections with the target culture through the use of technology, media, and authentic sources; and
- (c) locate resources in the community to learn about the target culture.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2

(1) The benchmark for world languages content standard 9 for a student at the end of benchmark 2 is the ability to:

- (a) respond to the target language encountered in the student's daily life;
- (b) establish connections with the target culture through the use of technology, media, and authentic sources; and
- (c) interact with members of the community to research the target culture.

BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3

(1) The benchmark for world languages content standard 9 for a student at the end of benchmark 3 is the ability to:

- (a) interact appropriately in the target language in real-life situations;
- (b) maintain connections with the target culture through the use of technology, media, and authentic sources; and
- (c) collaborate and use resources in the community to research the target culture.