

Comparison Chart of National and Kansas Standards

National Standards	Kansas Standards, Benchmarks & Indicator Samples
<p style="text-align: center;">Communication Communicate in Languages Other Than English</p> <p>Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.</p> <p>Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Standard 1 – The student communicates competently in languages other than English.</p> <p>Benchmark 1.1 Conversation/Interpersonal Communication. The students engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions. Indicator (sample from Beginning Stage) – The student makes and responds to simple requests.</p> <p>Benchmark 1.2 Receptive/Interpretive Communication. The student understands and interprets written and spoken language on a variety of topics. Indicator (sample from Developing Stage)—The students uses aural, visual and contextual clues to derive meaning.</p> <p>Benchmark 1.3 Productive/Presentational Communication. The student conveys information, concepts and ideas to listeners and readers for a variety of purposes. Indicator (sample from Expanding Stage)—The student elaborates on present, past and future events.</p>
<p style="text-align: center;">Cultures Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>Standard 2 – The student gains knowledge and understanding of target language cultures.</p> <p>Benchmark 2.1 the student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures. Indicator (sample from Expanding Stage)—The student analyzes relationships of diverse groups within the target language culture.</p> <p>Benchmark 2.2 The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures. Indicator (sample from the Beginning Stage)—The student identifies objects, images and symbols of the target language culture.</p>
<p style="text-align: center;">Connections Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2 Students acquire</p>	<p>Standard 3 – The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language.</p> <p>Benchmark 3.1 The student reinforces and furthers knowledge of other disciplines through foreign languages. Indicator (sample from the Developing Stage)—The student relates and uses familiar and new information and skills from mathematics.</p> <p>Benchmark 3.2 The student uses authentic materials in the foreign</p>

<p>information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>language and within the culture to acquire information and perspectives. Indicator (sample from the Beginning State)—The student identifies and applies familiar information and skills from social studies.</p>
<p style="text-align: center;">Comparisons Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Standard 4 – The student develops insight into the nature of language and culture.</p> <p>Benchmark 4.1 The student understands the nature of language by making comparisons between the target and native languages. Indicator (sample from Expanding Stage)- The student identifies the sound patterns of a variety of dialects.</p> <p>Benchmark 4.2 The student examines cultural differences and similarities in the target and native cultures. Indicator (sample from Beginning Stage)—The student identifies cultural differences and similarities</p>
<p style="text-align: center;">Communities Participate in Multilingual Communities at Home and Around the World</p> <p>Standard 5.1 Students use the language both within and beyond the school setting.</p> <p>Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Standard 5—The student participates in multilingual communities at home and around the world.</p> <p>Benchmark 5.1 The student applies language skills and cultural knowledge both within and beyond the school setting. Indicator (sample from Developing Stage)-- The student connects with the target culture through the use of technology, media and authentic resources.</p> <p>Benchmark 5.2 The student shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment. Indicator (sample from Beginning Stage)—The student locates resources in the community to research the target culture.</p>

Taken from Kansas Foreign Language Curricula Standards Document.