



# Golden Triangle Cooperative

## Standards for World Language

GTCC= Golden Triangle Coop Curriculum

WL= Montana Standards for World Language

[www.opi.mt.gov/PDF/Standards/ContStds-WrldLang.pdf](http://www.opi.mt.gov/PDF/Standards/ContStds-WrldLang.pdf)

Benchmarks correspond to Novice, Intermediate and Advanced Proficiency Levels.

Coding Example: S1BI#2

World Language Standard 1, Benchmark 1, #2

<p><b>Communication: Interpersonal Mode</b>  <b>Communication: Presentational Mode</b></p>
<b>Cultures</b>
<b>Connections</b>
<b>Comparisons</b>
<b>Communities</b>

### COMMUNICATION: Interpersonal Mode

**Montana State Standard 1: Uses the target language to engage in conversations, to express feelings and emotions, and opinions and information through the skills of listening, speaking, and writing.**

### Performance expectations

Novice	Intermediate	Advanced
The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information.	The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and	The student is expected to engage in oral and written exchanges, including providing and obtaining information, expressing feelings and

	feelings, and to satisfy basic needs.	preferences, and exchanging ideas and opinions.
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**NOVICE**

**GTCC.WL.1.1** Read, give and follow simple instructions in the target language. **(S1BI#1) (S3BI#1)**

**GTCC.WL.1.2** Exchange information via technology, media and authentic sources with peers about likes, dislikes, and simple preferences in everyday situations. **(S1BI#1,2,4)**

**GTCC.WL.1.3** Use and interpret appropriate vocabulary, gestures, and oral expressions in simple situations (such as to introduce themselves, basic needs, and respond to biographical questions). **(S1BI#5) (S1BI#2)**

**INTERMEDIATE**

**GTCC.WL.1.4** Use verbal and/or written exchanges to gather and share information such as personal data, opinions, event planning, preferences and current events. **(S1BII#1,2,3,5)**

**GTCC.WL.1.5** Understand and use vocabulary, pronunciation and intonation (sound patterns), and cultural expressions to express a lack of understanding or to request additional information such as giving or receiving directions. **(S1BII#4,5) (S7BII#1,2)**

**GTCC.WL.1.6** Use non-verbal and verbal cues to assist in communicating spoken messages and maintain listening comprehension. **(S1BII#2)**

**GTCC.WL.1.7** Use appropriate vocabulary to acquire goods and services through basic negotiation of procedures and exchange of monies. **(S1BII#3,5)**

**ADVANCED**

**GTCC.WL.1.8** Initiate, sustain and conclude conversations through the exchange of personal feelings and ideas on topics such as national and international issues on contemporary and historical issues. **(S1BII#4,5) (S1BIII#1,2,3) (S9BIII#1) (S4BIII#2) (EU#5)**

**GTCC.WL.1.9** Use appropriate vocabulary to express personal reactions and feelings about authentic literature. **(S1BIII#1)**

**GTCC.WL.1.10** Use adequate vocabulary rephrasing, circumlocution and non-verbal skills to acquire goods and services in the target language for personal needs and leisure. (S1BIII#4,5) (S2BIII#1) (S9BIII#1)

**COMMUNICATION: Interpretive Mode**

**Montana State Standard 2: Students understand and interpret spoken and/or written language on a variety of topics.**

**Performance expectations**

Novice	Intermediate	Advanced
The student is expected to demonstrate understanding of simple, clearly spoken, and written language.	The student is expected to interpret and demonstrate understanding of simple, straightforward, spoken and written language.	The student is expected to interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics.

**NOVICE**

**GTCC.WL.2.1** Understand the basic ideas of oral and written messages and short conversations based in video, television or live programs on simple or familiar topics through multimedia such as identifying people and objects in the environment. (S2BI#1,2,3)

**GTCC.WL.2.2** Recognize common phrase, voice inflections, and structural patterns in simple spoken sentences. (S2BI#1) (S7BI#2)

**GTCC.WL.2.3** Understand the principal message in ability-appropriate, highly illustrated text such as written poems, short folk tales or illustrated stories in both authentic and contextualized materials. (S2BI#2,3) (S9BI#2)

**INTERMEDIATE**

**GTCC.WL.2.4** Understand and react to the content of ability-appropriate selections such as familiar topics of personal and/or peer interest, spoken announcements, and messages from

peers and adults in authentic and contextualized materials. (S2BII#1,2,3)

**GTCC.WL.2.5** Understand and respond to non-verbal and verbal cues when listening to or observing a speaker of the target language using idiomatic expressions and other structures. (S2BII#1,2)

**GTCC.WL.2.6** Understand the main ideas, themes, principal characters, and significant details of ability-appropriate authentic literature, such as using contextual clues and known language to understand unknown words and/or complicated passages. (S2BII#3)

### ADVANCED

**GTCC.WL.2.7** Understand and summarize the main idea and relevant details of authentic materials such as extended discussions, lectures, formal presentations, articles, and multi-media. (S2BIII#1,2,3)

**GTCC.WL.2.8** Understand and present main plot and relevant sub-plots and themes in authentic written literature, such as giving the descriptions, roles, and significance of individual characters. (S2BIII#1,2,3) (S3BIII#4)

**GTCC.WL.2.9** Understand and analyze the main ideas and author's style about culturally significant literature, songs, folk tales, comedy, and anecdotes in the target culture. (S2BIII#1,2,3) (S4BIII#4)

### COMMUNICATION: Presentational Mode

**Montana Standard 3: Students convey info, concepts, and ideas to listeners and/or readers for a variety of purposes.**

#### Performance expectations

Novice	Intermediate	Advanced
The student is expected to present information using familiar words, phrases, and sentences to listeners and readers.	The student is expected to present and convey short messages on everyday topics to listeners and readers.	The student is expected to present information, concepts, and ideas on a variety of topics to listeners and readers.

## NOVICE

**GTCC.WL.3.1** Present simple oral reports or presentations or simple or familiar topics about family members and friends, objects present in the everyday environment, and common school and home activities in various formats including multimedia. **(S3BI#2)**

**GTCC.WL.3.2** Compose short, informal messages that describe or provide information through directions, commands or instructions on topics such as oneself, friends and family, or school activities. **(S3BI#1,2,3)**

## INTERMEDIATE

**GTCC.WL.3.3** Present information in various formats based on prior knowledge in one's daily life such as school events, social life, family or eating habits. **(S3BII#1,2,3)**

**GTCC.WL.3.4** Present brief cultural and literary works that are level-appropriate in the target language through plot summarization, description of characters, and relevant details. **(S3BII#2,3,4)**

**GTCC.WL.3.5** Use repetition, rephrasing, and gestures effectively to assist oral presentations. **(S3BII#2,3)**

**GTCC.WL.3.6** Write notes or short letters to peers in the target culture on topics of shared personal interest including everyday events and activities. **(S3BII#2,3)**

## ADVANCED

**GTCC.WL.3.7** Use appropriate vocabulary and gestures to explain a complex process such as finding a location, obtaining money, or making a recipe. **(S3BIII#1)**

**GTCC.WL.3.8** The student will use appropriate vocabulary to express personal reactions and feelings about authentic literature or media through written or spoken word. **(S1BIII#1)**  
**(S3BIII#4) (S3BIII#3)**

**GTCC.WL.3.9** Present information about current or past events and aspirations in one's personal life and in those of family, friends, and community. **(S1BIII#1,2,3,4,5) (S3BIII#2,3)**

**GTCC.WL.3.10** Express opinions and perspectives on issues of contemporary and historical interest in the target and native cultures. (S1BIII#2,3) (S4BIII#2) (S3BIII#2)

**CULTURES: Practices and Perspectives**

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

**Performance expectations**

Novice	Intermediate	Advanced
The student is expected to demonstrate an understanding of the practices (what people do), of the products (what people create), and how they are related to the perspectives (how people perceive things) of the cultures studied.	The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what the people do), of the products (what people create), and how they are related the perspectives (how people perceive things) of the cultures studied.	The student is expected to use the languages at the advanced proficiency level to demonstrate an understanding of the practices (what people do), of the products (what people create), and how they are related to the perspectives (how people perceive things) of the cultures studied.

**NOVICE**

**GTCC.WL.4.1** Recognize various age-appropriate cultural activities practiced in the target culture, such as games, dating, athletics, and social outings. (S4BI#1,2)

**GTCC.WL.4.2** Recognize and interpret language that reflects the culture such as formal and informal language/address, sentence structure, gender of nouns, nuances in words. (S4BI#2)

**GTCC.WL.4.3** Recognize simple patterns of behavior and interaction in various settings in the target culture, such as greetings, leave-takings, dating, societal norms, and how these patterns compare to those in one’s native culture. (S4BI#2) (S8BI#1) (S7B1#2)

**GTCC.WL.4.4** Understand some basic expressive forms of the target culture, such as architecture, music, and dance. (S4B1#4)

**GTCC.WL.4.5** Know common and useful forms, such as objects, images, and symbols, of the culture in daily life. (S4BI#3)

**GTCC.WL.4.6** Know basic cultural beliefs and perspectives of people in both native and target cultures relating to family, school, work, and play. (S4BI#1)

**GTCC.WL.4.7** Identify the main ideas and/or the principal characters in written poems, short folk tales, or illustrated stories. (S2BI#3) (S3BI#4) (S4BI#1,2)

**GTCC.WL.4.8** Recite poetry, songs, proverbs, or short anecdotes or narratives that are commonly known by same-age members of the target culture. (S4BI#4,2)

## INTERMEDIATE

**GTCC.WL.4.9** Use appropriate cultural messages to acquire goods and services through basic negotiation of procedures and exchange of monies.(S1BII#3,5) (S4BII#2)

**GTCC.WL.4.10** Describe and participate in various age-appropriate, target-culture activities, such as games, dating, athletics, and social outings.(S4BI#1,2)

**GTCC.WL.4.11** Explain common and useful forms, such as objects, images, and symbols, of the culture in daily life. (S4BII#3)

**GTCC.WL.4.12** Present brief cultural and literary works (in the target language) that are level appropriate. Such as skits and multi-media presentations. (S3BII#2,3,4) (S4BII,2,3,4)

**GTCC.WL.4.13** Know traditions and celebrations from the target culture and how they compare with other cultures. (S4BII#1)

**GTCC.WL.4.14** Know social and geographic factors of the target culture, their significance, and how they have influenced the larger community. (S4BII#1,2) (EU#4)

**GTCC.WL.4.15** Recognize the expressive forms of the target culture and how they compare with those of other cultures. (S4BII#2,3,4)

**GTCC.WL.4.16** Know and explain how “local” opinions of various aspects of the native culture compare with the views of peers from the target culture. (S8BII#1) (S6BII#1) (S4BII#1)(EU#7)

## ADVANCED

**GTCC.WL.4.17** Know how to express adequately one's point of view through the exchange of personal feelings and ideas with members of the target culture. (S1BII#4,5) (S4BIII#3)

**GTCC.WL.4.18** Use appropriate vocabulary to express personal reactions and feelings about authentic, expressive forms of the culture (art, architecture, music, literature). (S1BIII#1) (S4BIII#4)

**GTCC.WL.4.19** Use appropriate vocabulary and cultural responses to exchange opinions and perspectives on issues of contemporary and historical interest in the target and native cultures. (S1BIII#2) (S1BIII#2-example 2) (S4BIII#4,3)

**GTCC.WL.4.20** Acquire, synthesize, and use information on cultural practices from authentic sources, including multi-media intended for native speakers. (S6BIII#1) (S8BIII#1) (S9BIII#1) (S4BIII#1,2,3,4)

**GTCC.WL.4.21** Understand the main idea and significant details of full-length articles on topics of current and historical importance to members of the target culture. (S2BIII#1,2,3) (S4BIII#1,3,4)

**GTCC.WL.4.22** Understand main plot, relevant sub-plots, and relevant details in authentic oral and/or written literature (songs, folk tales, comedy, and anecdotes), as well as the descriptions, roles, and significance of individual characters. (S2BIII#1,2,3) (S4BIII#1,2,3,4)

**GTCC.WL.4.23** Understand expressive forms of the target culture and their significance in society. (S4BIII#3,4)

**GTCC.WL.4.24** Understand contrasting ways in which information about national and international events is reported in the target culture and the native culture through authentic sources and technology. (S4BIII#1) (S6BIII#2) (S8BIII#1) (EU#6)

**GTCC.WL.4.25** Understand contrasting ways in which family, economic, environmental, and political issues are reflected through oral, written, and artistic expressions in the native and target cultures. (S4BIII#1,3,4)

## CONNECTIONS: Other Subject Areas

Montana State Standard 5: Students reinforce and increase his/her knowledge of other

disciplines through world languages.

The student uses the language to make connections with other subject areas and to acquire information.

### Performance expectations

Novice	Intermediate	Advanced
The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas.	The student is expected to use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	The student is expected to use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

#### NOVICE

**GTCC.WL.5.1** Use authentic sources to identify perspectives of world cultures, such as labeling a timeline, naming or illustrating animals and plants, making a list of prices of foods in currency of cultures the student is studying. (S6BI#2) (S9BI#3) (S5BI#1)

**GTCC.WL.5.2** Recognize words that have been borrowed from one language to another and learn how these word borrowings may have developed. (S5BI#1,2) (S7BI#1)

**GTCC.WL.5.3** Know basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language. (S7BI#2,3,4) (S5BI#1)

**GTCC.WL.5.4** Understand that an idea may be expressed in multiple ways both in the target language and other subject areas. (S5BI#2) (S7BI#2,3,4)

#### INTERMEDIATE

**GTCC.WL.5.5** Use expanded knowledge of other subject areas to do a variety of intermediate level activities, such as skits using historical events, descriptions of animals or plants and their importance to the region, or use math to determine the cost of preparing a holiday dinner. (S5BI#1,2) **example 2**

**GTCC.WL.5.6** Understand the evolution and changeability of languages. **(S7BII#4)**  
**(S5BII#1,2)**

**ADVANCED**

**GTCC.WL.5.7** Locate authentic language resources and synthesize that information for use in other disciplines. **(S5BIII#2) (S6BIII#1)**

**GTCC.WL.5.8** Apply information and skills common to the language classroom in a variety of scenarios. For example, oral histories of influential people or investigative reports on an endangered species, analysis of musicians or artists of the target language. **(S5BIII#1)**  
**(S8BIII#2)**

**GTCC.WL.5.9** Acquire, synthesize and use information from authentic sources including multi-media intended for native speakers. **(S6BIII#1) (S8BIII#1) (S9BIII#1) (S5BIII#2)**

**GTCC.WL.5.10** Use authentic sources to develop perspectives on world cultures, such as creating, comparing or contrasting, and graphing differences between types of and costs of foods in different countries. **(S6BIII#2) (S8BIII#1) (S9BIII#2) (S5BIII#2)**

**CONNECTIONS: Access to Information**

**Montana State Standard 6: Students acquire information and perspectives through authentic materials in world language and within cultures.**

**The student uses the language to make connections with other subject areas and to acquire information.**

**Performance expectations**

<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information.	The student is expected to use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information.	The student is expected to use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.

## **NOVICE**

**GTCC.WL.6.1** Use authentic sources to identify perspectives of world cultures and gather information through magazine ads, videos, etc. **(S6BI#2)**

**GTCC.WL.6.2** Share the acquired information and skills from the language classroom in other curriculum areas, such as making lists of information gathered. **(S5BI#2) (S6BI#2)**

**GTCC.WL.6.3** Identify and gather information from authentic resources in the community, such as watching a travel video and making a list of places to visit or reading a variety of ads to extract information. **(S6BI#1)**

## **INTERMEDIATE**

**GTCC.WL.6.4** Acquire information about how idiomatic expressions impact communication and reflect culture. **(S6BII#2)(S7BII#3)**

**GTCC.WL.6.5** Use various media from the target language and culture for entertainment, such as preparing reports after using various medias, such as travel videos. **(S9BII#2)**

**GTCC.WL.6.6** Understand the evolution and changeability of languages. **(S7BII#4)**

**GTCC.WL.6.7** Know how various community members use the target language in their work and daily life. **(S9BII#3)**

## **ADVANCED**

**GTCC.WL.6.8** Locate authentic language resources and synthesize that information for use in other disciplines. **(S5BIII#2) (S6BIII#1)**

**GTCC.WL.6.9** Know and explain how languages influence one another. **(S7BIII#1) (S7BIII#4)**

**GTCC.WL.6.10** Gather and apply information and skills common to the language classroom in a variety of scenarios. **(S5BIII#1) (S8BIII#2)**

**GTCC.WL.6.11** Acquire, synthesize, and use information from authentic sources including

multi-media intended for native speakers. (S6BIII#1) (S8BIII#1) (S9BIII#1,2)

**GTCC.WL.6.12** Use authentic sources to develop perspectives on world cultures. (S6BIII#2) (S8BIII#1) (S9BIII#2)

**GTCC.WL.6.13** Use community resources to research and understand the target culture. (S9BIII#3)

**GTCC.WL.6.14** Identify and explore career options requiring knowledge of the target culture and the proficiency in the target language. (S8BIII#2) (S6BIII#2)

## COMPARISONS

**Montana State Standard 7: Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.**

### Performance expectations

Novice	Intermediate	Advanced
The student is expected to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.	The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through the student's own language and the language studied.	The student is expected to use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.

## NOVICE

**GTCC.WL.7.1** Recognize words that have been borrowed from one language to another and how these word borrowings may have developed. (S5BI#1)(S7BI#4)

**GTCC.WL.7.2** Know basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language. (S7BI#2,1)

**GTCC.WL.7.3** Understand that an idea may be expressed in multiple ways in the target language. (S5BI#2)(S7BI#2,3)

## INTERMEDIATE

**GTCC.WL.7.4** Recognize that different languages use different patterns to communicate and applies this knowledge to the native language. (S7BII#1,2)

**GTCC.WL.7.5** Know basic elements of the sound and writing systems of the target language and how these elements differ from the same elements of one's native language. Use various media and culture in target language intended for entertainment, such as movies, newspapers, and magazines for these comparisons. (S7BII#1,2) (S9BII#2)

**GTCC.WL.7.6** Understand how idiomatic expressions impact communication and reflect culture, such as idiomatic expressions and proverbs. (S7BII#3)

**GTCC.WL.7.7** Examine the evolution and changeability of languages. (S7BII#4)

## ADVANCED

**GTCC.WL.7.8** Know and use the various linguistic elements, sound patterns, and idiomatic expressions of the target language and how they compare to elements in one's native language. (S7BIII#1,2,3)

**GTCC.WL.7.9** Examine the evolution and changeability of languages and apply it to his/her own language. (S7BIII#4)

**GTCC.WL.7.10** Understand that the ability to comprehend language surpasses the ability to produce language. (S7BIII#4)

## COMPARISONS

**Montana State Standard 8: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.**

### Performance expectations

Novice	Intermediate	Advanced
The student is expected to demonstrate an understanding of the concept of culture through comparisons of the	The student is expected to use the language at the intermediate proficiency level to demonstrate an	The student is expected to use the language at the advanced proficiency level to demonstrate an understanding

student's own culture and the cultures studied.	understanding of the concept of culture through the student's own culture and the cultures studied.	of the concept of culture through comparisons of the student's own culture and the cultures studied.
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**NOVICE**

**GTCC.WL.8.1** Identify simple patterns of behavior and interaction in various settings in the target culture and relate these patterns to those in one's native culture. **(S8BI#1)**

**GTCC.WL.8.2** Construct basic dialogs or presentations highlighting the similarities and differences between the target culture and their own culture. **(S8BI#1)**

**INTERMEDIATE**

**GTCC.WL.8.3** Know traditions and celebrations from the target culture and how they compare with the other cultures. **(S4BII#1,4) (S8BII#1) (EU#3)**

**GTCC.WL.8.4** Recognize the expressive forms of the target culture and how they compare with those of other cultures. **(S4BII#4) (S8BII#1)**

**ADVANCED**

**GTCC.WL.8.5** Apply their understanding of expressive forms of the target culture and their significance in society. **(S8BIII#2)**

**GTCC.WL.8.6** Use their understanding of how other cultures view the role of the native culture in the world to create products in the target language to demonstrate that understanding. **(S8BIII#1,2)**

**GTCC.WL.8.7** Explore career options requiring knowledge of the target culture and proficiency in the target language and interact with professional resources in those fields. **(S8BIII#2)**

**COMMUNITIES: Personal Enrichment and Career Development Within and Beyond the School**

**Montana State Standard 9: Students apply language skills and cultural knowledge in daily**

life.

### Performance expectations

Novice	Intermediate	Advanced
The student is expected to use the language both in and beyond the school setting through activities and to show evidence of becoming a lifelong learner.	The student is expected to use the language at the intermediate proficiency level both in and beyond the school setting through activities and to show evidence of becoming a lifelong learner.	The student is expected to use the language at the advanced proficiency level both in and beyond the school setting through activities and to show evidence of becoming a lifelong learner.

### NOVICE

**GTCC.WL.9.1** Use technology, media, and authentic sources to identify different world perspectives on areas, such as holidays, food, dress, etc. **(S6BI#2) (S9BI#2) (S4BI#1)**

**GTCC.WL.9.2** Identify authentic resources in the community, such as in movies, directions, grocery items, etc. **(S6BI#1) (S9BI#3)**

**GTCC.WL.9.3** Present language usage examples to others. **(S9BI#1)**

### INTERMEDIATE

**GTCC.WL.9.4** Apply information and skills, such as cultural understanding, tolerance, and acceptance, to daily life and interactions. **(S5BII#2) (S9BII#1,2) (EU#2)**

**GTCC.WL.9.5** Demonstrate knowledge of social and geographic factors of the target culture, their significance, and how they have influenced the larger community. **(S4BII#1,2) (S9BII#2) (EU#1)**

**GTCC.WL.9.6** Interact with local or language community members who use the target language in their work and daily life, such as in the fields of medicine, law enforcement, and other service jobs. **(S9BIII#1,2,3)**

## ADVANCED

**GTCC.WL.9.7** Use community resources to research and understand the target culture, such as interviewing people who have extensive knowledge of the target culture or researching and presenting information found in local museums relating to the target culture. (S9BIII#3)

**GTCC.WL.9.8** Understand contrasting ways in which family, social, economic, environmental, and political issues are reflected through oral, written, and artistic expressions in the native and target cultures. (S4BIII#1,3,4) (S9BIII#1) (EU#6)

**GTCC.WL.9.9** Identify and explore career options requiring knowledge of the target culture and the proficiency in the target language. (S8BIII#2) (S9BII#2,3)

## Resources

North Carolina samples of assessment tools for novice, intermediate, and advanced : <http://wlnces.ncdpi.wikispaces.net/As+for+World+Languages>

A New York resource guide: aligns assessments and standards provides speaking, writing, reading, printable activities, and technology rubrics and checklists  
[www.p12.nysed.gov/ciai/lote/pub/loteresa1.pdf](http://www.p12.nysed.gov/ciai/lote/pub/loteresa1.pdf)  
[www.p12.nysed.gov/ciai/lote/pub/loteresa2.pdf](http://www.p12.nysed.gov/ciai/lote/pub/loteresa2.pdf)

A New York resource guide: provides cross curriculum projects and units with rubrics and assessments: <http://www.p12.nysed.gov/ciai/lote/pub/lotecintro.pdf> <http://www.p12.nysed.gov/ciai/lote/pub/lotecunits.pdf> <http://www.p12.nysed.gov/ciai/lote/pub/lotecassess.pdf>

An Ohio state resource: provides units with projects and assessments:  
<https://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language>

California Applied Languages provides assessments:  
[www.cal.org/CALWebBD/FLAD/Default.aspx](http://www.cal.org/CALWebBD/FLAD/Default.aspx)

American Council on the Teaching of Foreign Languages compares National Foreign Language with the Common Core Standards : [www.actfl.org/commoncore](http://www.actfl.org/commoncore)

American Council on the Teaching of Foreign Languages teacher resources: [www.actfl.org](http://www.actfl.org)

Background on the Common Core and foreign languages: [www.teachingchannel.org](http://www.teachingchannel.org)

**North Carolina Dept. of Public Instruction-Instructional Support Tools:**  
<http://wlnces.ncdpi.wikispaces.net/As+for+World+Languages>