Idaho Content Standards
Advanced Language for Career Applications

The World Language standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of nine members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in world languages education.

Respectfully,

The World Language Standards Revision Committee

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PREAMBLE

### What the Idaho Content Standards in World Languages Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in World Languages. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

The Advanced Language for Career Applications standards are organized into five categories: interpersonal communication, interpretive communication, presentational communication, professional terminology, and career applications.
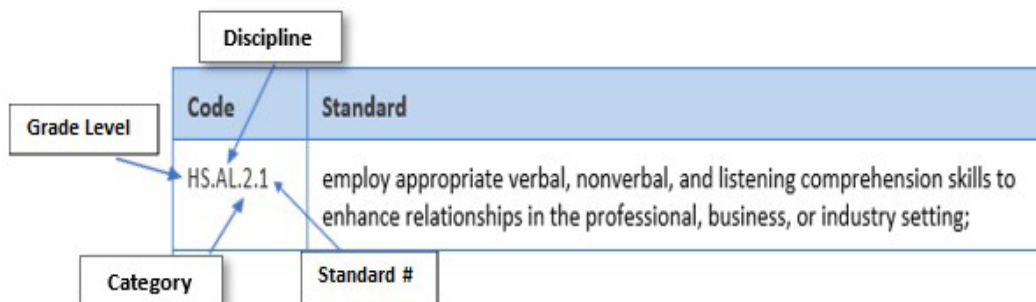
INTERPERSONAL COMMUNICATION: SPEAKING AND WRITING

The student negotiates meaning through the spoken and written exchange of information in the target language in rehearsed and unrehearsed situations in a variety of contexts appropriate to the professional, business, or industry setting.

The student can:

Code	Standard
HS.AL.1.1	use professional etiquette and protocol such as making introductions, speaking on the telephone, and offering and receiving feedback appropriate to the professional, business, or industry setting;
HS.AL.1.2	participate appropriately in conversations and in informal written exchanges related to the professional, business, or industry setting;
HS.AL.1.3	identify and use appropriate strategies for communicating with diverse individuals;
HS.AL.1.4	evaluate the effectiveness of one's own and others' communication;
HS.AL.1.5	give and receive complex oral instructions to perform tasks specific to the professional, business, or industry setting;
HS.AL.1.6	interact and react in spoken conversation using culturally appropriate expressions, formally and informally, and gestures; and
HS.AL.1.7	interact and react in writing using culturally appropriate expressions, formally and informally, and style.

INTERPRETIVE COMMUNICATION: READING AND LISTENING

The student comprehends connected statements appropriate to the target language and the professional, business, or industry setting from culturally authentic print, digital, audio, and audiovisual materials.

The student can:

Code	Standard
HS.AL.2.1	employ appropriate verbal, nonverbal, and listening comprehension skills to enhance relationships in the professional, business, or industry setting;

Code	Standard
HS.AL.2.2	paraphrase the main idea and supporting details from professional, business, or industry-related texts, audio, and audiovisual materials;
HS.AL.2.3	compare and contrast practices and perspectives related to the professional, business, or industry setting from authentic print, digital, audio, and audiovisual materials;
HS.AL.2.4	use prior knowledge and experiences to understand and interpret meanings in oral and written print, digital, audio, and audiovisual materials appropriate to the professional, business, or industry setting;
HS.AL.2.5	apply data to evaluate performance or provide solutions to problems specific to the professional, business, or industry setting;
HS.AL.2.6	understand and follow directives and procedures within the context of the professional, business, or industry setting.

PRESENTATIONAL COMMUNICATION: SPEAKING AND WRITING

The student presents business or industry-related information in the target language both orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes with an awareness of situational uses of language in cultural contexts.

The student can:

Code	Standard
HS.AL.3.1	apply spoken and written conventions and mechanics;
HS.AL.3.2	present analyzed data and communicate findings in a variety of formats specific to the professional, business, or industry setting;
HS.AL.3.3	design and present an effective professional, business, or industry-related product using appropriate register for the audience, occasion, and purpose;
HS.AL.3.4	create written, oral, and visual presentations of professional, business, or industry-related information to inform, persuade, or motivate an audience.

PROFESSIONAL, BUSINESS, OR INDUSTRY-SPECIFIC TERMINOLOGY

The student effectively communicates using the target language and cultural understanding in rehearsed and unrehearsed situations using professional, business, or industry-specific terminology.

The student can:

Code	Standard
HS.AL.4.1	use various strategies to infer the meaning of unfamiliar words or phrases in business or industry-specific texts, audio, and audiovisual materials such as trade publications, case studies, business journals, or conference presentations;
HS.AL.4.2	apply newly acquired basic and academic language related to the professional, business, or industry setting in meaningful ways that build concepts and language implementation;
HS.AL.4.3	demonstrate an understanding of different dialects used in communities served by the profession, business, or industry;
HS.AL.4.4	communicate using advanced technical vocabulary, jargon, and abbreviations business, or industry setting in meaningful ways that build concepts and language implementation;
HS.AL.4.5	communicate using advanced technical vocabulary, jargon, and abbreviations necessary for communicating with employers, clients, and other professionals in the target language.

CAREER APPLICATIONS

The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting.

The student can:

Code	Standard
HS.AL.5.1	demonstrate appropriate communication for employers, clients, and coworkers in the target language through verbal, nonverbal, and digital means;
HS.AL.5.2	demonstrate professional etiquette appropriate to the professional, business, or industry setting;

Code	Standard
HS.AL.5.3	demonstrate an understanding of relevant ethical and legal issues such as confidentiality and fiduciary responsibility;
HS.AL.5.4	communicate effectively in the target language in career development activities such as mock interviews;
HS.AL.5.5	set goals and reflect on progress in using the target language for career development and advancement;
HS.AL.5.6	adhere to ethical codes of conduct by following copyright laws and restrictions and using technology responsibly.