

Georgia World Languages and Global Workforce Initiatives

Grade 6

Adopted 2023

Dual Language Immersion

DLI Advanced Language Literacy 6th Grade (67.01)

- INT1.** Comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. **MLALL6.INT1**
 - INT1A.** Identify main ideas, supporting details and various elements, such as point of view, intended audience, and purpose, from source material. **MLALL6.INT1A**
 - INT1B.** Understand some subtleties of meaning, such as intent, humor, and cultural context, in a variety of authentic media in the target language. **MLALL6.INT1B**
 - INT1C.** Recognize sophisticated elements such as timeframe, mood, aspect, voice in source material. **MLALL6.INT1C**
 - INT1D.** Comprehend and react to current events and issues presented through multiple media. **MLALL6.INT1D**
 - INT1E.** Understand connected discourse of various lengths. **MLALL6.INT1E**
 - INT1F.** Identify cultural perspectives represented in the source material. **MLALL6.INT1F**
 - INT1G.** Demonstrate Intermediate-Mid proficiency in listening and reading comprehension. **MLALL6.INT1G**
- IP1.** The student participates in oral and written exchange of information, opinions, and ideas in a variety of timeframes and formal/informal situations. **MLALL6.IP1**
 - IP1A.** Use register appropriate to the situation. **MLALL6.IP1A**
 - IP1B.** Respond to questions and statements. **MLALL6.IP1B**
 - IP1C.** Respond and produce questions and statements. **MLALL6.IP1C**
 - IP1D.** Paraphrase and summarize information. **MLALL6.IP1D**
 - IP1E.** Utilize appropriate grammar and syntax. **MLALL6.IP1E**
 - IP1F.** Use a variety of vocabulary including idiomatic and culturally appropriate expressions. **MLALL6.IP1F**
 - IP1G.** Demonstrate Intermediate-Low proficiency Interpersonal Speaking and Writing. **MLALL6.IP1G**
- IP2.** The student initiates and sustains interaction through the use of various communication strategies. **MLALL6.IP2**
 - IP2A.** Request for repetition, clarification, and explanation. **MLALL6.IP2A**
 - IP2B.** Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses. **MLALL6.IP2B**
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. **MLALL6.IP2C**
 - IP2D.** Use self-correction. **MLALL6.IP2D**
 - IP2E.** Describe and elaborate. **MLALL6.IP2E**

- IP2F. Demonstrate proper pronunciation, intonation, and writing conventions. [MLALL6.IP2F](#)
- IP2G. Demonstrate competency in culturally appropriate gestures and other non-verbal strategies. [MLALL6.IP2G](#)
- IP2H. Demonstrate use of transitional words, phrases, and cohesive devices. [MLALL6.IP2H](#)
- P1. Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. [MLALL6.P1](#)
 - P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [MLALL6.P1A](#)
 - P1B. Produce brief oral presentations (with some errors in present tense, some errors with past and future tenses). [MLALL6.P1B](#)
 - P1C. Write short, organized compositions (some errors in present tense, some errors with past and future tenses). [MLALL6.P1C](#)
 - P1D. Prepare and present organized, practiced, culturally authentic presentations (e.g. [MLALL6.P1D](#)
 - P1E. Demonstrate Intermediate-Low proficiency in Presentational Speaking and Writing. [MLALL6.P1E](#)
- P2. The student uses a variety of communication strategies in preparing and giving oral and written presentation. [MLALL6.P2](#)
 - P2A. Present in extended oral and written activities reflecting the present, with some usage of past and future tenses. [MLALL6.P2A](#)
 - P2B. When appropriate, students utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages. [MLALL6.P2B](#)
 - P2C. Students utilize organizational strategies (i.e. developing beginning, middle, and conclusion, pacing, and delivery). [MLALL6.P2C](#)
 - P2D. Use self-correction. [MLALL6.P2D](#)
 - P2E. Demonstrate proper pronunciation, intonation, and writing conventions. [MLALL6.P2E](#)
 - P2F. Demonstrate competency in culturally appropriate use of register and consideration of audience. [MLALL6.P2F](#)
 - P2G. Demonstrate use of transitional words, phrases, and cohesive devices. [MLALL6.P2G](#)
- CU1. Understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. [MLALL6.CU1](#)
 - CU1A. Understand, describe, and discuss the products and perspectives of the culture studied. [MLALL6.CU1A](#)
 - CU1B. Understand, describe, and discuss the practices and perspectives of the culture studied. [MLALL6.CU1B](#)

- CCC1.** Reinforce and broaden knowledge of connections between the target language and all other subject areas and careers. **MLALL6.CCC1**
- CCC1A.** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLALL6.CCC1A**
- CCC1B.** Identify and discuss how language, literacy, and cultural competencies in the target language relate to competitive advantage in a variety of career fields. **MLALL6.CCC1B**
- CCC1C.** Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products (i.e. political systems, art, architecture, music, history, and literature). **MLALL6.CCC1C**
- CCC2.** Investigate the similarities and differences that exist within and among the cultures studied. **MLALL6.CCC2**
- CCC2A.** Compare the influence of world events and issues between home and target cultures. **MLALL6.CCC2A**
- CCC2B.** Recognize and discuss local, regional, and national differences in the countries where the target language is spoken. **MLALL6.CCC2B**
- CCC3.** Expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLALL6.CCC3**
- CCC3A.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, register, and mood. **MLALL6.CCC3A**
- CCC4.** Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLALL6.CCC4**
- CCC4A.** Analyze and evaluate media, entertainment, and technology in the target language culture(s). **MLALL6.CCC4A**
- CCC4B.** Involve cultural representatives and organizations to reinforce cultural understanding. **MLALL6.CCC4B**
- CCC4C.** Incorporate College Board Advanced Placement (AP) World Languages and Cultures course themes. **MLALL6.CCC4C**

DLI Culture and History 6th Grade (67.02)

- INT1.** Comprehend spoken and written language on topics incorporating the history and culture of countries in which the target language is spoken. **MLDCH6.INT1**
 - INT1A.** Identify main ideas, supporting details and various elements, such as point of view, intended audience, and purpose, from source material. **MLDCH6.INT1A**
 - INT1B.** Comprehend and react to historical and cultural events presented through multiple media. **MLDCH6.INT1B**
 - INT1C.** Integrate content, culture, and language and support the use of language in a variety of contexts through study of the histories and cultures that are home to and influenced by the target language studied
 - 1D.** Identify cultural practices, perspectives, and products represented in the source material. **MLDCH6.INT1C**
 - INT1E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension. **MLDCH6.INT1E**
- IP1.** The student participates in oral and written exchange of information incorporating the cultures and histories of countries in which the target language is spoken. **MLDCH6.IP1**
 - IP1A.** Use register appropriate to the situation. **MLDCH6.IP1A**
 - IP1B.** Respond to questions and statements. **MLDCH6.IP1B**
 - IP1C.** Respond and produce questions and statements. **MLDCH6.IP1C**
 - IP1D.** Paraphrase and summarize information. **MLDCH6.IP1D**
 - IP1E.** Utilize appropriate grammar and syntax. **MLDCH6.IP1E**
 - IP1F.** Use a variety of vocabulary including idiomatic and culturally appropriate expressions. **MLDCH6.IP1F**
 - IP1G.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency Interpersonal Speaking and Writing. **MLDCH6.IP1G**
- IP2.** The student initiates and sustains interaction using various communication strategies. **MLDCH6.IP2**
 - IP2A.** Request for repetition, clarification, and explanation. **MLDCH6.IP2A**
 - IP2B.** Participate in extended oral and written activities. reflecting the present, with some usage of past and future tenses. **MLDCH6.IP2B**
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. **MLDCH6.IP2C**
 - IP2D.** Use self-correction. **MLDCH6.IP2D**
 - IP2E.** Describe and elaborate. **MLDCH6.IP2E**
- P1.** Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. **MLDCH6.P1**

- P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [MLDCH6.P1A](#)
- P1B. Produce brief oral presentations (with some errors in present tense, some errors with past and future tenses). [MLDCH6.P1B](#)
- P1C. Write short, organized compositions (some errors in present tense, some errors with past and future tenses). [MLDCH6.P1C](#)
- P1D. Prepare and present organized, practiced, culturally authentic presentations (e.g. poetry, skits, essays, or stories). [MLDCH6.P1D](#)
- P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in Presentational Speaking and Writing. [MLDCH6.P1E](#)
- P2. Employs a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes of history and culture. [MLDCH6.P2](#)
 - P2A. Present in extended oral and written activities reflecting the present, with some usage of past and future tenses. [MLDCH6.P2A](#)
 - P2B. When appropriate, students utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages. [MLDCH6.P2B](#)
 - P2C. Students utilize organizational strategies (i.e. developing beginning, middle, and conclusion, pacing, and delivery). [MLDCH6.P2C](#)
 - P2D. Use self-correction. [MLDCH6.P2D](#)
 - P2E. Demonstrate proper pronunciation, intonation, and writing conventions. [MLDCH6.P2E](#)
 - P2F. Demonstrate competency in culturally appropriate use of register and consideration of audience. [MLDCH6.P2F](#)
 - P2G. Demonstrate use of transitional words, phrases, and cohesive devices. [MLDCH6.P2G](#)
- CU1. Identify and discuss how historical and cultural events, products, and practices are perceived in the students' own culture as compared to the culture(s) where the target language is spoken. [MLDCH6.CU1](#)
 - CU1A. Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products (i.e. political systems, art, architecture, music, history, and literature). [MLDCH6.CU1A](#)
 - CU1B. identify and discuss how historical and cultural events, products, and practices are perceived in the students' own culture as compared to the culture(s) where the target language is spoken. [MLDCH6.CU1B](#)
- CCC1. Identify and discuss how language, literacy, and cultural competencies in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad. [MLDCH6.CCC1](#)
- CCC2. Involve cultural representatives and organizations to learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken. [MLDCH6.CCC2](#)

DLI Media Literacy 6th Grade (67.05)

- INT1.** This course should be taught exclusively in the target language. **MLDML6.INT1**
- INT1A.** Identify main ideas, supporting details and various elements such as point of view, intended audience, and purpose from source material. **MLDML6.INT1A**
 - INT1B.** Comprehend and react to content presented through multiple media sources. **MLDML6.INT1B**
 - INT1C.** Identify cultural perspectives represented in the source material. **MLDML6.INT1C**
 - INT1D.** Demonstrate intermediate-low to intermediate-mid proficiency in listening and reading comprehension. **MLDML6.INT1D**
- IP1.** Participate in oral and written exchanges utilizing appropriate authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken. **MLDML6.IP1**
- IP1A.** Use register appropriate to the situation. **MLDML6.IP1A**
 - IP1B.** Respond to questions and statements. **MLDML6.IP1B**
 - IP1C.** Respond and produce questions and statements. **MLDML6.IP1C**
 - IP1D.** Paraphrase and summarize information. **MLDML6.IP1D**
 - IP1E.** Utilize appropriate grammar and syntax. **MLDML6.IP1E**
 - IP1F.** Use a variety of vocabulary including idiomatic and culturally appropriate expressions. **MLDML6.IP1F**
 - IP1G.** Demonstrate intermediate-low to intermediate-mid proficiency in interpersonal speaking and writing. **MLDML6.IP1G**
- IP2.** Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken. **MLDML6.IP2**
- IP2A.** Summarize and communicate main ideas and supporting details from a variety of appropriate authentic media sources. **MLDML6.IP2A**
 - IP2B.** Produce brief oral presentations (with some errors in present tense, some errors with past and future tenses). **MLDML6.IP2B**
 - IP2C.** Write short, organized compositions (some errors in present tense, some errors with past and future tenses). **MLDML6.IP2C**
 - IP2D.** Prepare and present organized, practiced, culturally authentic presentations (e.g. poetry, skits, essays, or stories). **MLDML6.IP2D**
 - IP2E.** Demonstrate intermediate-low to intermediate-mid proficiency in presentational speaking and writing. **MLDML6.IP2E**
- P1.** Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate

and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken. **MLDML6.P1**

P1A. Summarize and communicate main ideas and supporting details from a variety of appropriate authentic media sources. **MLDML6.P1A**

P1B. Produce brief oral presentations (with some errors in present tense, some errors with past and future tenses). **MLDML6.P1B**

P1C. Write short, organized compositions (some errors in present tense, some errors with past and future tenses). **MLDML6.P1C**

P1E. Demonstrate intermediate-low to intermediate-mid proficiency in presentational speaking and writing. **MLDML6.P1E**

P2. Employ a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes derived from appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken. **MLDML6.P2**

P2A. Present in extended oral and written activities reflecting the present, with some usage of past and future tenses. **MLDML6.P2A**

P2B. Utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages. **MLDML6.P2B**

P2C. Utilize organizational strategies (i.e., developing beginning, middle, and conclusion, pacing, and delivery). **MLDML6.P2C**

P2D. Use self-correction. **MLDML6.P2D**

P2E. Demonstrate proper pronunciation, intonation, and writing conventions. **MLDML6.P2E**

P2F. Demonstrate competency in culturally appropriate use of register and consideration of audience. **MLDML6.P2F**

P2G. Demonstrate use of transitional words, phrases, and cohesive devices. **MLDML6.P2G**

CU1. Understand, describe, and discuss cultural practices, products, and perspectives from appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken. **MLDML6.CU1**

CU1A. Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products (ie, political systems, art, architecture, music, history, and literature) as well as the content of their appropriate and authentic media sources. **MLDML6.CU1A**

CU1B. Identify and discuss how cultural practices, products, and perspectives are evidenced in target culture media and compare these to U.S. media. **MLDML6.CU1B**

CCC1. Identify and discuss how language, literacy, cultural competencies, and media literacy in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad. **MLDML6.CCC1**

CCC2. Involve cultural representatives and organizations to learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken; communicate when appropriate with pre-screened native speakers using a variety of media sources (e.g., film, music, television, web sites, email, text messages). **MLDML6.CCC2**

DLI Culture and History 8th Grade (67.04)

INT. Interpretive Mode of Communication **MLDCH8.INT**

IP. Interpersonal Mode of Communication **MLDCH8.IP**

P. Presentational Mode of Communication **MLDCH8.P**

CU. Cultural Perspectives, Practices, and Products **MLDCH8.CU**

CCC. Connections, Comparisons, and Communities **MLDCH8.CCC**

Spanish for Native Speakers

Spanish for Native Spanish Speakers Level 1 (60.079)

- IP1.** Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate. [SNS1.IP1](#)
 - IP1A.** Express needs and desires. [SNS1.IP1A](#)
 - IP1B.** Share emotions and preferences. [SNS1.IP1B](#)
 - IP1C.** Elicit and express opinions and information. [SNS1.IP1C](#)
 - IP1D.** Exchange personal reactions to spoken and written information related to Hispanic cultures. [SNS1.IP1D](#)
- IP2.** Initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations. [SNS1.IP2](#)
 - IP2A.** Participate in extended oral and written activities using the appropriate tenses and discourse structures. [SNS1.IP2A](#)
 - IP2B.** Exchange ideas clearly using level-appropriate language. [SNS1.IP2B](#)
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [SNS1.IP2C](#)
 - IP2D.** Use self-correction. [SNS1.IP2D](#)
 - IP2E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics. [SNS1.IP2E](#)
- INT1.** Comprehend spoken and written language on new and familiar topics presented through a variety of media in Spanish, including authentic materials. [SNS1.INT1](#)
 - INT1A.** Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts. [SNS1.INT1A](#)
 - INT1B.** Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages. [SNS1.INT1B](#)
 - INT1C.** Comprehend and react to current events and issues presented through print and electronic media. [SNS1.INT1C](#)
 - INT1D.** Understand connected discourse. [SNS1.INT1D](#)
 - INT1E.** Expand knowledge of academic vocabulary in Spanish. [SNS1.INT1E](#)
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension. [SNS1.INT1F](#)
- P1.** Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse. [SNS1.P1](#)
 - P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [SNS1.P1A](#)
 - P1B.** Produce extended oral presentations using visual and technological support as appropriate. [SNS1.P1B](#)

- P1C.** Write organized compositions using visual and technological support as appropriate. [SNS1.P1C](#)
- P1D.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics. [SNS1.P1D](#)
- P2.** Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish. [SNS1.P2](#)
- P2A.** Prepare and present Hispanic poetry, skits or stories. [SNS1.P2A](#)
- P2B.** Prepare and present organized original essays, poetry, skits or stories in Spanish. [SNS1.P2B](#)
- PPP1.** Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures and how they are interrelated. [SNS1.PPP1](#)
- PPP1A.** Participate in cultural events. [SNS1.PPP1A](#)
- PPP1B.** Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world. [SNS1.PPP1B](#)
- PPP1C.** Identify and evaluate contributions of Hispanic cultures to the modern world. [SNS1.PPP1C](#)
- PPP1D.** Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds. [SNS1.PPP1D](#)
- PPP1E.** Research and report on the history and development of Hispanic cultures and communities. [SNS1.PPP1E](#)
- CCC1.** Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. [SNS1.CCC1](#)
- CCC1A.** Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures. [SNS1.CCC1A](#)
- CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class. [SNS1.CCC1B](#)
- CCC1C.** Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature. [SNS1.CCC1C](#)
- CCC2.** Investigate the similarities and differences that exist within and among Spanish speaking cultures. [SNS1.CCC2](#)
- CCC2A.** Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities. [SNS1.CCC2A](#)
- CCC2B.** Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States. [SNS1.CCC2B](#)
- CCC2C.** Recognize and discuss local, regional, and national differences in Spanish speaking countries, i.e., political organization, history, economic development, etc. [SNS1.CCC2C](#)

- CCC3.** Expand knowledge of the English language through the study and analysis of the Spanish language. **SNS1.CCC3**
- CCC3A.** Compare linguistic elements of Spanish and English, such as the different structures used to express time, tense, and mood, as well as popular idioms. **SNS1.CCC3A**
- CCC3B.** Identify and use cognates to expand academic vocabulary in Spanish and English. **SNS1.CCC3B**
- CCC4.** Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **SNS1.CCC4**
- CCC4A.** Discuss information acquired through the use of informational and entertainment media and technology in Spanish. **SNS1.CCC4A**
- CCC4B.** Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding. **SNS1.CCC4B**
- CCC4C.** Identify career paths that require bilingualism. **SNS1.CCC4C**

Spanish for Native Spanish Speakers Level 2 (60.07910)

- IP1.** Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate. **SNS2.IP1**
 - IP1A.** Express needs and desires. **SNS2.IP1A**
 - IP1B.** Share emotions and preferences. **SNS2.IP1B**
 - IP1C.** Elicit and express opinions and information. **SNS2.IP1C**
 - IP1D.** Exchange personal reactions to spoken and written information related to Hispanic cultures. **SNS2.IP1D**
- IP2.** Initiate, sustain, and close oral and written exchanges in Spanish, applying increasingly accurate vocabulary and structures. **SNS2.IP2**
 - IP2A.** Participate in extended oral and written activities using the appropriate tenses and discourse structures. **SNS2.IP2A**
 - IP2B.** Exchange ideas clearly using level-appropriate language structures and vocabulary. **SNS2.IP2B**
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. **SNS2.IP2C**
 - IP2D.** Use self-correction. **SNS2.IP2D**
 - IP2E.** Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics. **SNS2.IP2E**
- INT1.** Comprehend authentic spoken and written language on new and familiar topics presented through a variety of media in Spanish. **SNS2.INT1**
 - INT3A.** Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts. **SNS2.INT3A**
 - INT3B.** Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages. **SNS2.INT3B**
 - INT3C.** Comprehend and react to current events and issues presented through print and electronic media. **SNS2.INT3C**
 - INT3D.** Understand connected discourse. **SNS2.INT3D**
 - INT3E.** Expand knowledge of academic and content-specific vocabulary in Spanish. **SNS2.INT3E**
 - INT3F.** Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension. **SNS2.INT3F**
 - INT3G.** Comprehend regional and other variations in spoken and written Spanish. **SNS2.INT3G**
- P1.** Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse. **SNS2.P1**

- P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [SNS2.P1A](#)
- P1B.** Produce extended oral presentations using visual and technological support as appropriate. [SNS2.P1B](#)
- P1C.** Write organized compositions using visual and technological support as appropriate. [SNS2.P1C](#)
- P1D.** Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics. [SNS2.P1D](#)
- P2.** Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish. [SNS2.P2](#)
 - P2A.** Prepare and present Hispanic poetry, skits or stories. [SNS2.P2A](#)
 - P2B.** Prepare and present organized original essays, poetry, skits or stories in Spanish. [SNS2.P2B](#)
- PPP1.** Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures, how they are interrelated, and how they differ. [SNS2.PPP1](#)
 - PPP1A.** Participate in cultural events. [SNS2.PPP1A](#)
 - PPP1B.** Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world. [SNS2.PPP1B](#)
 - PPP1C.** Identify and evaluate contributions of Hispanic cultures to the modern world. [SNS2.PPP1C](#)
 - PPP1D.** Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds. [SNS2.PPP1D](#)
 - PPP1E.** Research and report on the history and development of Hispanic cultures and communities. [SNS2.PPP1E](#)
- CCC1.** Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. [SNS2.CCC1](#)
 - CCC1A.** Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures. [SNS2.CCC1A](#)
 - CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in Spanish class. [SNS2.CCC1B](#)
 - CCC1C.** Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature. [SNS2.CCC1C](#)
- CCC2.** Investigate the similarities and differences that exist within and among Spanish-speaking cultures. [SNS2.CCC2](#)
 - CCC2A.** Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities. [SNS2.CCC2A](#)
 - CCC2B.** Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States. [SNS2.CCC2B](#)

- CCC2C.** Recognize and discuss local, regional, and national differences in Spanishspeaking countries, i.e., political organization, history, economic development, etc. **SNS2.CCC2C**
- CCC3.** Expand knowledge of the English language through the study and analysis of the Spanish language. **SNS2.CCC3**
 - CCC3A.** Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms. **SNS2.CCC3A**
 - CCC3B.** Identify and use cognates to expand academic vocabulary in Spanish and English. **SNS2.CCC3B**
- SNS2.** CCC4 Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **SNS2**
 - CCC4A.** Discuss information acquired through the use of informational and entertainment media and technology in Spanish. **SNS2.CCC4A**
 - CCC4B.** Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding. **SNS2.CCC4B**
 - CCC4C.** Identify career paths that require bilingualism. **SNS2.CCC4C**
 - CCC4D.** Apply interpreting or translating skills to projects outside the language classroom. **SNS2.CCC4D**

Spanish for Native Speakers Level 3 (60.0792)

- INT1.** Comprehend authentic and professional spoken and written language on new and familiar topics presented through a variety of media in Spanish. [SNS3.INT1](#)
 - INT1A.** Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts (both fiction and non-fiction). [SNS3.INT1A](#)
 - INT1B.** Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages. [SNS3.INT1B](#)
 - INT1C.** Comprehend, interpret, and react to current events and issues presented through print and electronic media. [SNS3.INT1C](#)
 - INT1D.** Understand connected discourse [SNS3.INT1D](#)
 - INT1E.** Expand knowledge of academic and content-specific vocabulary in Spanish. [SNS3.INT1E](#)
 - INT1F.** Demonstrate Advanced-mid proficiency in listening, viewing and reading comprehension. [SNS3.INT1F](#)
 - INT1G.** Comprehend regional and other variations in spoken and written Spanish. [SNS3.INT1G](#)
- INT2.** Initiate, sustain, and close oral and written exchanges in Spanish, applying increasingly accurate vocabulary and structures. [SNS3.INT2](#)
 - IP2A.** Participate in extended oral and written activities using the appropriate tenses and discourse structures [SNS3.IP2A](#)
 - IP2B.** Exchange ideas clearly using level-appropriate language structures and vocabulary. [SNS3.IP2B](#)
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [SNS3.IP2C](#)
 - IP2D.** Use self-correction. [SNS3.IP2D](#)
 - IP2E.** Demonstrate Advanced-mid to Advanced-High proficiency in oral and written exchanges with refined (and approaching native-like) pronunciation, intonation, and writing mechanics. [SNS3.IP2E](#)
- IP1.** Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate. [SNS3.IP1](#)
 - IP1A.** Express needs and desires. [SNS3.IP1A](#)
 - IP1B.** Share emotions and preferences. [SNS3.IP1B](#)
 - IP1C.** Elicit and express opinions and information. [SNS3.IP1C](#)
 - IP1D.** Exchange personal reactions to spoken and written information related to Hispanic cultures. [SNS3.IP1D](#)

- P1.** Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse. The students: **SNS3.P1**
- P1A.** Summarize, communicate, and expand upon main ideas and supporting details from a variety of authentic language materials. **SNS3.P1A**
 - P1B.** Produce extended oral presentations using visual and technological support as appropriate. **SNS3.P1B**
 - P1C.** Write organized compositions using visual and technological support as appropriate. **SNS3.P1C**
 - P1D.** Demonstrate Advanced-mid to Advanced-high proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics. **SNS3.P1D**
- P2.** Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish. **SNS3.P2**
- P2A.** Prepare and present Hispanic poetry, skits or stories. **SNS3.P2A**
 - P2B.** Prepare and present well-organized, thoughtful, original essays, poetry, skits or stories in Spanish. **SNS3.P2B**
- PPP1.** Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures, how they are interrelated, and how they differ. The students: **SNS3.PPP1**
- PPP1A.** Participate in cultural events. **SNS3.PPP1A**
 - PPP1B.** Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world. **SNS3.PPP1B**
 - PPP1C.** Identify and evaluate contributions of Hispanic cultures to the modern world. **SNS3.PPP1C**
 - PPP1D.** Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds. Articulate and support arguments from various cultural viewpoints. **SNS3.PPP1D**
 - PPP1E.** Research and report on the history and development of Hispanic cultures and communities. **SNS3.PPP1E**
- CCC1.** Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students: **SNS3.CCC1**
- CCC1A.** Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures. **SNS3.CCC1A**
 - CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in Spanish class. **SNS3.CCC1B**
 - CCC1C.** Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **SNS3.CCC1C**

- CCC2.** Investigate the similarities and differences that exist within and among Spanish-speaking cultures. The students: [SNS3.CCC2](#)
- CCC2A.** Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities [SNS3.CCC2A](#)
 - CCC2B.** Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States. [SNS3.CCC2B](#)
 - CCC2C.** Recognize and discuss local, regional, and national differences in Spanish speaking countries, i.e., political organization, history, economic development, etc. [SNS3.CCC2C](#)
- CCC3.** Expand knowledge of the English language through the study and analysis of the Spanish language. The students: [SNS3.CCC3](#)
- CCC3A.** Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms. [SNS3.CCC3A](#)
 - CCC3B.** Identify and use cognates to expand academic vocabulary in Spanish and English. [SNS3.CCC3B](#)
- CCC4.** Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students: [SNS3.CCC4](#)
- CCC4A.** Discuss information acquired through the use of informational and entertainment media and technology in Spanish. [SNS3.CCC4A](#)
 - CCC4B.** Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding. [SNS3.CCC4B](#)
 - CCC4C.** Identify career paths that require or are enhanced by bilingualism. Students should be able to articulate how being bilingual and biliterate can enhance their chosen pathway or career field. [SNS3.CCC4C](#)
 - CCC4D.** Apply interpreting or translating skills to projects outside the language classroom. [SNS3.CCC4D](#)
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Modern Languages

Spanish

Spanish I (60.071)

- IP1.** Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. **MLI.IP1**
 - IP1A.** Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. **MLI.IP1A**
 - IP1B.** Express likes, dislikes, emotions, agreement and disagreement. **MLI.IP1B**
 - IP1C.** Make simple requests. **MLI.IP1C**
 - IP1D.** Ask for clarification. **MLI.IP1D**
 - IP1E.** Give simple descriptions. **MLI.IP1E**
 - IP1F.** Comprehend basic directions. **MLI.IP1F**
 - IP1G.** Ask questions and provide responses based on topics such as self, family, school, etc. **MLI.IP1G**
 - IP1H.** Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. **MLI.IP1H**
- IP2.** Demonstrate skills necessary to sustain brief oral and written exchanges in the target language. **MLI.IP2**
 - IP2A.** Initiate, participate in, and close a brief oral or written exchange. **MLI.IP2A**
 - IP2B.** Use formal and informal forms of address. **MLI.IP2B**
 - IP2C.** Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLI.IP2C**
- INT1.** Demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. **MLI.INT1**
 - INT1A.** Identify main ideas and some details when reading and listening. **MLI.INT1A**
 - INT1B.** Comprehend simple, culturally authentic announcements, messages, and advertisements. **MLI.INT1B**
 - INT1C.** Understand simple instructions, such as classroom procedures. **MLI.INT1C**
 - INT1D.** Demonstrate Novice-Mid proficiency in listening and reading comprehension. **MLI.INT1D**
- INT2.** Interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. **MLI.INT2**
 - INT2A.** Differentiate among statements, questions and exclamations. **MLI.INT2A**

- INT2B.** Recognize basic gestures, body language, and intonation that clarify a message. **MLI.INT2B**
- P1.** Present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students: **MLI.P1**
- 1A.** Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media. **MLI.P.1A**
- 1B.** Give basic information about self and others including school, family, activities, etc. **MLI.P.1B**
- 1C.** Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLI.P.1C**
- P2.** Present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students: **MLI.P2**
- 2A.** Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material. **MLI.P.2A**
- 2B.** Demonstrate comprehension of rehearsed material. **MLI.P.2B**
- CU1.** Develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. **MLI.CU1**
- CU1A.** Demonstrate knowledge of contributions of target culture(s) to civilization. **MLI.CU1A**
- CU1B.** Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals. **MLI.CU1B**
- CU1C.** Describe customs and traditions of the cultures such as greetings, celebrations and courtesies. **MLI.CU1C**
- CCC1.** Use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students: **MLI.CCC1**
- CCC1A.** Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken. **MLI.CCC1A**
- CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills). **MLI.CCC1B**
- CCC1C.** Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects. **MLI.CCC1C**
- CCC1D.** Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States. **MLI.CCC1D**
- CCC2.** Demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. **MLI.CCC2**

- CCC2A. Compare patterns of behavior and interaction in the students' own culture with those of the target language. [MLI.CCC2A](#)
- CCC2B. Demonstrate an awareness of elements of the students' own culture. [MLI.CCC2B](#)
- CCC3. Compare basic elements of the target language to the English language. [MLI.CCC3](#)
 - CCC3A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms. [MLI.CCC3A](#)
 - CCC3B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning. [MLI.CCC3B](#)
- CCC4. Demonstrate an awareness of current events in the target culture(s). [MLI.CCC4](#)
 - CCC4A. Give information regarding major current events of the target culture(s). [MLI.CCC4A](#)
 - CCC4B. Understand the impact of current events of the target culture(s). [MLI.CCC4B](#)
- CCC5. Identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. [MLI.CCC5](#)
 - CCC5A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology. [MLI.CCC5A](#)
 - CCC5B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied. [MLI.CCC5B](#)

Spanish II (60.072)

- IP1. Exchange spoken and written information in the target language, utilizing cultural references where appropriate. [MLII.IP1](#)
 - IP1A. Express needs and preferences. [MLII.IP1A](#)
 - IP1B. Express feelings and emotions. [MLII.IP1B](#)
 - IP1C. Request help and clarification. [MLII.IP1C](#)
 - IP1D. Give descriptions. [MLII.IP1D](#)
 - IP1E. Give and follow directions and instructions. [MLII.IP1E](#)
 - IP1F. Ask questions and provide responses based on topics such as self, others, and the immediate environment. [MLII.IP1F](#)
 - IP1G. Ask questions and provide responses about plans and events. [MLII.IP1G](#)
- IP2. Demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. [MLII.IP2](#)
 - IP2A. Initiate, participate in, and close an oral or written exchange. [MLII.IP2A](#)

- IP2B. Use simple paraphrasing to convey and comprehend messages. [MLII.IP2B](#)
- IP2C. Use gestures and body language to convey and comprehend messages. [MLII.IP2C](#)
- IP2D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLII.IP2D](#)
- INT1. Understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLII.INT1](#)
 - INT1A. Identify main ideas and essential details when reading and listening. [MLII.INT1A](#)
 - INT1B. Interpret culturally authentic materials and information. [MLII.INT1B](#)
 - INT1C. Comprehend and follow oral and written instructions. [MLII.INT1C](#)
 - INT1D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension. [MLII.INT1D](#)
- INT2. Interpret verbal and non-verbal cues to understand spoken and written messages in the target language. [MLII.INT2](#)
 - INT2A. Differentiate among increasingly complex statements, questions, and exclamations. [MLII.INT2A](#)
 - INT2B. Interpret basic gestures, body language, and intonation that clarify a message. [MLII.INT2B](#)
- P1. Present information orally and in writing using familiar and newly- acquired vocabulary, phrases, and patterns. [MLII.P1](#)
 - P1A. Relate main ideas and essential details from level-appropriate print or non- print material. [MLII.P1A](#)
 - P1B. Give brief, organized oral presentations, using visual and technological support as appropriate. B. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLII.P1B](#)
- P2. Present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. [MLII.P2](#)
 - P2A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material. [MLII.P2A](#)
 - P2B. Demonstrate comprehension of material. [MLII.P2B](#)
- CU1. Understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. [MLII.CU1](#)
 - CU1A. Participate in real or simulated cultural events, such as family activities and holiday celebrations. [MLII.CU1A](#)
 - CU1B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of

national holidays. [MLII.CU1B](#)

CU1C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art. [MLII.CU1C](#)

CCC1. Use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. [MLII.CCC1](#)

CCC1A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language. [MLII.CCC1A](#)

CCC1B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system. [MLII.CCC1B](#)

CCC2. Demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. [MLII.CCC2](#)

CCC2A. Compare and contrast traditions, such as holidays, foods, and celebrations. [MLII.CCC2A](#)

CCC2B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek. [MLII.CCC2B](#)

CCC2C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture. [MLII.CCC2C](#)

CCC3. Develop a better understanding of the English language through the study of the target language. [MLII.CCC3](#)

CCC3A. Compare vocabulary usage and structural patterns of the target language with English. [MLII.CCC3A](#)

CCC3B. Use level-appropriate idiomatic expressions in the target language. [MLII.CCC3B](#)

CCC4. The students identify current events and issues in the target culture(s). [MLII.CCC4](#)

CCC4A. Give information regarding major current events of the target culture(s). [MLII.CCC4A](#)

CCC4B. Understand the impact of major current events on the target culture(s). [MLII.CCC4B](#)

CCC5. Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. [MLII.CCC5](#)

CCC5A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology. [MLII.CCC5A](#)

CCC5B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge. [MLII.CCC5B](#)

Spanish III (60.073)

- IP1.** Exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate.: **MLIII.IP1**
 - IP1A.** Express needs and desires. **MLIII.IP1A**
 - IP1B.** Share feelings and emotions. **MLIII.IP1B**
 - IP1C.** Exchange opinions and preferences. **MLIII.IP1C**
 - IP1D.** Give detailed descriptions. **MLIII.IP1D**
 - IP1E.** Give and follow detailed directions and instructions. **MLIII.IP1E**
 - IP1F.** Ask questions and provide responses on topics and events found in a variety of print and non-print sources. **MLIII.IP1F**
- IP2.** Initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.: **MLIII.IP2**
 - IP2A.** Participate in extended oral and written activities reflecting the present. **MLIII.IP2A**
 - IP2B.** Begin to participate in oral and written activities reflecting the future and past. **MLIII.IP2B**
 - IP2C.** Exchange information through conversations, notes, letters, or e-mail on familiar topics. **MLIII.IP2C**
 - IP2D.** Use paraphrasing, some circumlocution, and body language to convey and comprehend messages. **MLIII.IP2D**
 - IP2E.** Begin to self-correct. **MLIII.IP2E**
 - IP2F.** Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLIII.IP2F**
- INT1.** Understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials.: **MLIII.INT1**
 - INT1A.** Identify main ideas and supporting details from a variety of sources. **MLIII.INT1A**
 - INT1B.** Understand culturally authentic materials and information. **MLIII.INT1B**
 - INT1C.** Demonstrate comprehension of current events and issues presented through print and electronic media. **MLIII.INT1C**
 - INT1D.** Follow instructions given in the target language. **MLIII.INT1D**
 - INT1E.** Understand simple connected discourse. **MLIII.INT1E**
 - INT1F.** Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension. **MLIII.INT1F**
- P1.** Present information orally and in writing using familiar and newly- acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings

of sentences.: **MLIII.P1**

P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLIII.P1A**

P1B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. **MLIII.P1B**

P1C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate. **MLIII.P1C**

P1D. Begin to prepare presentations in the past and future. **MLIII.P1D**

P1E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLIII.P1E**

P2. Present student-created as well as culturally authentic stories, poems, and/or skits in the target language.: **MLIII.P2**

P2A. Prepare and present culturally authentic poetry, skits or stories. **MLIII.P2A**

P2B. Prepare and present original essays, poetry, skits, or stories in the target language. **MLIII.P2B**

CU1. Understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.: **MLIII.CU1**

CU1A. Participate in real or simulated cultural events. **MLIII.CU1A**

CU1B. Discuss patterns of behavior typically associated with culture(s). **MLIII.CU1B**

CU1C. Investigate the role of geography in the history and development of the culture(s) studied. **MLIII.CU1C**

CCC1. The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.: **MLIII.CCC1**

CCC1A. Understand the role of major contemporary and historical figures and events from the culture(s) studied. **MLIII.CCC1A**

CCC1B. Relate topics studied in other subject areas to those studied in the target language class. **MLIII.CCC1B**

CCC1C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIII.CCC1C**

CCC2. Investigate similarities and differences that exist within and among the cultures studied. The students: **MLIII.CCC2**

- CCC2A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture. [MLIII.CCC2A](#)
- CCC2B. Compare and contrast social conventions of the target cultures with the students' own culture. [MLIII.CCC2B](#)
- CCC2C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture. [MLIII.CCC2C](#)
- CCC3. The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students: [MLIII.CCC3](#)
 - CCC3A. Demonstrate understanding that language and meaning do not transfer directly from one language to another. [MLIII.CCC3A](#)
 - CCC3B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied. [MLIII.CCC3B](#)
- CCC4. The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students: [MLIV.CCC4](#)
 - CCC3A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology. [MLIII.CCC3A](#)
 - CCC3B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge. [MLIII.CCC3B](#)

Spanish IV (60.074)

- IP1. The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.: [MLIV.IP1](#)
 - IP1A. Express needs and desires. [MLIV.IP1A](#)
 - IP1B. Share emotions and preferences. [MLIV.IP1B](#)
 - IP1C. Elicit and express opinions and information. [MLIV.IP1C](#)
 - IP1D. Exchange personal reactions to spoken and written information related to the target culture(s). [MLIV.IP1D](#)
- IP2. Initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.: [MLIV.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses. [MLIV.IP2A](#)
 - IP2B. Exchange ideas clearly using level-appropriate material. [MLIV.IP2B](#)
 - IP2C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLIV.IP2C](#)
 - IP2D. Use self-correction. [MLIV.IP2D](#)

- IP2E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLIV.IP2E**
- INT1.** Comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.: **MLIV.INT1**
 - INT1A.** Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts. **MLIV.INT1A**
 - INT1B.** Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages. **MLIV.INT1B**
 - INT1C.** Comprehend and react to current events and issues presented through print and electronic media. **MLIV.INT1C**
 - INT1D.** Understand simple connected discourse. **MLIV.INT1D**
 - INT1E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension. **MLIV.INT1E**
- P1.** Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.: **MLIV.P1**
 - P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLIV.P1A**
 - P1B.** Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLIV.P1B**
 - P1C.** Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLIV.P1C**
 - P1D.** Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate. **MLIV.P1D**
 - P1E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLIV.P1E**
- P2.** Present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.: **MLIV.P2**
 - P2A.** Prepare and present organized culturally authentic poetry, skits or stories. **MLIV.P2A**
 - P2B.** Prepare and present original essays, poetry, skits or stories in the target language. **MLIV.P2B**
- CU1.** Understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.: **MLIV.CU1**

- CU1A.** Participate in real or simulated cultural events. **MLIV.CU1A**
- CU1B.** Discuss cultural patterns of behavior. **MLIV.CU1B**
- CU1C.** Research and report on some aspect of the history and development of the target culture(s). **MLIV.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.: **MLIV.CCC1**
 - CCC1A.** Report on the role of major contemporary and historical figures and events from the cultures studied. **MLIV.CCC1A**
 - CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLIV.CCC1B**
 - CCC1C.** Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIV.CCC1C**
- CCC2.** Investigate the similarities and differences that exist within and among the cultures studied.: **MLIV.CCC2**
 - CCC2A.** Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture. **MLIV.CCC2A**
 - CCC2B.** Discuss how members of the target culture(s) view the United States. **MLIV.CCC2B**
 - CCC2C.** Recognize and discuss local, regional, and national differences in the countries where the target language is spoken. **MLIV.CCC2C**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language.: **MLIV.CCC3**
 - CCC3A.** Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions. **MLIV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLIV.CCC3B**
- CCC4.** Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.: **MLIV.CCC4**
 - CCC4A.** Discuss information acquired through the use of media, entertainment, and technology in the target language. **MLIV.CCC4A**
 - CCC4B.** Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLIV.CCC4B**

- IP1.** Exchange oral and written information and ideas in the target language on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate.: **MLV.IP1**
- IP1A.** Express physical and social needs. **MLV.IP1A**
- IP1B.** Relate personal information. **MLV.IP1B**
- IP1C.** Elicit and express opinions, preferences and other topical information. **MLV.IP1C**
- IP1D.** Exchange personal reactions to spoken and written information related to the target culture(s). **MLV.IP1D**
- IP2.** Communicate original thoughts and react to conversational input using sentences and strings of sentences.: **MLV.IP2**
- IP2A.** Participate in extended oral and written activities reflecting the present tense, with some usage of past and future tenses. **MLV.IP2A**
- IP2B.** Exchange ideas using level-appropriate material. **MLV.IP2B**
- IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. **MLV.IP2C**
- IP2D.** Use self-correction. **MLV.IP2D**
- IP2E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLV.IP2E**
- INT1.** Comprehend level appropriate spoken and written language on topics related to contemporary, historical and literary events and issues utilizing cultural references, where appropriate, presented through a variety of media in the target language, including authentic materials.: **MLV.INT1**
- INT1A.** Understand subtleties of meaning in a variety of level-appropriate works, including idiomatic expressions and figurative language. **MLV.INT1A**
- INT1B.** Demonstrate comprehension of current and historical events. Demonstrate comprehension of level-appropriate literature. **MLV.INT1B**
- INT1C.** Understand connected discourse presented through print and electronic media in the target language. **MLV.INT1C**
- INT1D.** Demonstrate comprehension of short routine telephone conversations and some deliberate speech, such as routine announcements and simple reports via the media. **MLV.INT1D**
- INT1E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension. **MLV.INT1E**
- P1.** Present previously learned as well as newly acquired information on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate using sentences and strings of sentences.: **MLV.P1**

- P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLV.P1A**
- P1B.** Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1B**
- P1C.** Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1C**
- P1D.** Give prepared presentations (near full control of present tense, partial control of past and future tenses), using visual and technological support as appropriate. **MLV.P1D**
- P1E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLV.P1E**
- P2.** Present student-created as well as culturally authentic stories, poems, skits, and/or short plays in the target language.: **MLV.P2**
 - P2A.** Produce well-organized presentations suitable for the audience and the purpose. **MLV.P2A**
 - P2B.** Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLV.P2B**
- CU1.** Understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.: **MLV.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLV.CU1A**
 - CU1B.** Differentiate between cultural patterns of behavior. **MLV.CU1B**
 - CU1C.** Research and report on contemporary or historical events and issues. **MLV.CU1C**
 - CU1D.** Recognize target culture influences on the products and practices of the culture(s). **MLV.CU1D**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts and/or career/ technical education.: **MLV.CCC1**
 - CCC1A.** Express opinions about the role of major contemporary and historical figures and events from the cultures studied. **MLV.CCC1A**
 - CCC1B.** Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLV.CCC1B**
 - CCC1C.** Research and discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLV.CCC1C**
- CCC2.** Examine the similarities and differences that exist within and among the cultures studied.: **MLV.CCC2**

- CCC2A. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture. [MLV.CCC2A](#)
- CCC2B. Discuss local, regional, and national differences in the countries where the target language is spoken. [MLV.CCC2B](#)
- CCC3. Expand knowledge of the English language through the study and analysis of linguistic elements of the target language.: [MLV.CCC3](#)
 - CCC3A. Compare target language pronunciation, vocabulary, and colloquial usage in various countries and regions with English language usage. [MLV.CCC3A](#)
 - CCC3B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. [MLV.CCC3B](#)
- CCC4. Use language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.: [MLV.CCC4](#)
 - CCC4A. Organize and present information acquired through the use of media, entertainment, and technology, in the target language. [MLV.CCC4A](#)
 - CCC4B. Apply interpreting skills to oral and written target language. [MLV.CCC4B](#)
 - CCC4C. Augment cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. [MLV.CCC4C](#)

Spanish VI (60.076)

- IP1. Exchange oral and written information and ideas in the target language on topics related to current events, cultural references, history, and literature. [MLVI.IP1](#)
 - IP1A. React to a variety of social situations. [MLVI.IP1A](#)
 - IP1B. Express and elicit personal views and opinions. [MLVI.IP1B](#)
 - IP1C. Discuss and react to historical and literary events and issues. [MLVI.IP1C](#)
- IP2. Communicates original thoughts and react to conversational input using sentences and strings of sentences.: [MLVI.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the past, present, and future. [MLVI.IP2A](#)
 - IP2B. Use effective paraphrasing, body language, and increase their ability to circumlocute, and use other creative means to convey and comprehend messages. [MLVI.IP2B](#)
 - IP2C. Use effective self-correction techniques in communicative exchanges. [MLVI.IP2C](#)

- IP2D.** Demonstrate Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.IP2D**
- INT1.** Understand complex spoken and written communication in the target language presented through a variety of media, including authentic materials.: **MLVI.INT1**
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and figurative language. **MLVI.INT1A**
 - INT1B.** Demonstrate comprehension of current and historical events. **MLVI.INT1B**
 - INT1C.** Demonstrate comprehension of selected level-appropriate literary works. **MLVI.INT1C**
 - INT1D.** Understand connected discourse presented through print and electronic media in the target language. **MLVI.INT1D**
 - INT1E.** Comprehend extended conversations and speech, such as dialogues, monologues, and lectures. **MLVI.INT1E**
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVI.INT1F**
- P1.** Present information using complex sentences and short paragraphs.: **MLVI.P1**
 - P1A.** Summarize and outline main ideas and supporting details from a variety of authentic language materials. **MLVI.P1A**
 - P1B.** Create oral and written presentations incorporating the past, present and future tenses with minimal errors, using visual and technological support as appropriate. **MLVI.P1B**
 - P1C.** Demonstrate Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.P1C**
- P2.** Present student-created, as well as culturally authentic, stories, poems, skits, and/or short plays in the target language.: **MLVI.P2**
 - P2A.** Research, produce and present well-organized projects appropriate to the audience and the purpose. **MLVI.P2A**
 - P2B.** Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLVI.P2B**
- CU1.** Understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated.: **MLVI.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVI.CU1A**
 - CU1B.** Analyze and differentiate between cultural patterns of behavior. **MLVI.CU1B**
 - CU1C.** Report on important personages of the target culture(s). **MLVI.CU1C**

- CU1D.** Recognize the target culture's influence on the products and practices of the culture. **MLVI.CU1D**
- CCC1.** Reinforce and broaden knowledge of connections between the target language and other subject areas, including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education.: **MLVI.CCC1**
 - CCC1A.** Express opinions about the role of major contemporary historical and literary figures and events from the culture(s) studied. **MLVI.CCC1A**
 - CCC1B.** Express opinions about level-appropriate readings. **MLVI.CCC1B**
 - CCC1C.** Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVI.CCC1C**
 - CCC1D.** Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as political systems, art, architecture, and music. **MLVI.CCC1D**
- CCC2.** Examine the similarities and differences that exist within and among the cultures studied.: **MLVI.CCC2**
 - CCC2A.** Analyze the influences of current issues and historical events on the relationships between the students' own culture and the countries where the target language is spoken. **MLVI.CCC2A**
 - CCC2B.** Explain local, regional, and national differences in the countries where the target language is spoken. **MLVI.CCC2B**
- CCC3.** The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language.: **MLVI.CCC3**
 - CCC3A.** Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. **MLVI.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLVI.CCC3B**
- CCC4.** Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.: **MLVI.CCC4**
 - CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology. **MLVI.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written language. **MLVI.CCC4B**
 - CCC4C.** Supplement cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLVI.CCC4C**

Spanish VII (60.0711)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to social issues, political systems, the arts, and the environment. **MLVII.IP1**

- IP1A. Define and discuss social and political issues. [MLVII.IP1A](#)
- IP1B. Express and defend social views and opinions. [MLVII.IP1B](#)
- IP1C. Express and defend political views and opinions. [MLVII.IP1C](#)
- IP1D. Express and propose solutions. [MLVII.IP1D](#)
- IP1E. Interpret and express opinions. [MLVII.IP1E](#)
- IP2. The students produce original extended oral and written discourse. [MLVII.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy. [MLVII.IP2A](#)
 - IP2B. Participate in sustained oral and written activities expressing hypothetical outcomes. [MLVII.IP2B](#)
 - IP2C. Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages. [MLVII.IP2C](#)
 - IP2D. Use effective self-correction techniques. [MLVII.IP2D](#)
 - IP2E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLVII.IP2E](#)
- INT1. The students comprehend level-appropriate spoken and written communication in the target language on topics related to social issues, political systems, the arts, and the environment presented through a variety of media, including authentic materials. [MLVII.INT1](#)
 - INT1A. Recognize and discriminate among subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and colloquialisms. [MLVII.INT1A](#)
 - INT1B. Exhibit understanding of spoken and written texts related to the arts. [MLVII.INT1B](#)
 - INT1C. Understand connected discourse presented through print and electronic media in the target language. [MLVII.INT1C](#)
 - INT1D. Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures. [MLVII.INT1D](#)
 - INT1E. Begin to demonstrate an awareness of tone, style and author perspective. [MLVII.INT1E](#)
 - INT1F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. [MLVII.INT1F](#)
- P1. The students present level-appropriate information on topics related to social issues, political systems, the arts, and the environment in extended oral and written discourse. [MLVII.P1](#)
 - P1A. Summarize and outline main ideas and supporting details from a variety of authentic language materials. [MLVII.P1A](#)
 - P1B. Create oral and written presentations in the past, present, and future tenses with increasing accuracy, using visual and technological support as

appropriate. **MLVII.P1B**

- P1C.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLVII.P1C**
- P2.** The students present stories, poems, skits, short plays, and/or speeches in the target language. **MLVII.P2**
 - P2A.** Research, produce and present well-organized projects in the target language. **MLVII.P2A**
 - P2B.** Prepare well-organized presentations appropriate to the audience and the purpose. **MLVII.P2B**
 - P2C.** Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support. **MLVII.P2C**
- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied on topics related to contemporary, historical, and literary events and issues utilizing cultural references where appropriate and explain how they are interrelated. **MLVII.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVII.CU1A**
 - CU1B.** Recognize target culture influences on the products and practices of the culture(s). **MLVII.CU1B**
- CCC1.** The students expand knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. **MLVII.CCC1**
 - CCC1C.** Share opinions about the role of major figures and events related to social, political, and environmental issues. **MLVII.CCC1C**
 - CCC1B.** Share opinions about readings, works, or people related to the arts. **MLVII.CCC1B**
 - CCC1C.** Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVII.CCC1C**
- CCC2.** The students examine and compare the similarities and differences that exist within and among the cultures studied. **MLVII.CCC2**
 - CCC2A.** Analyze the influences of social, political, and environmental issues on the relationships between the students' own culture(s) and the countries where the target language is spoken. **MLVII.CCC2A**
 - CCC2B.** Identify the influences of the arts on the relationships between the students' own culture(s) and the countries where the target language is spoken. **MLVII.CCC2B**
 - CCC2C.** Explain local, regional, and national differences in the countries where the target language is spoken. **MLVII.CCC2C**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLVII.CCC3**

- CCC3A. Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. [MLVII.CCC3A](#)
- CCC3B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. [MLVII.CCC3B](#)
- CCC4. The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. [MLVII.CCC4](#)
 - CCC4A. Organize and present information acquired through the use of media, entertainment, and technology. [MLVII.CCC4A](#)
 - CCC4B. Apply interpreting skills to oral and written target language. [MLVII.CCC4B](#)
 - CCC4C. Compare and contrast literary texts, such as folktales and proverbs in the target language with the English equivalents. [MLVII.CCC4C](#)
 - CCC4D. Supplement their cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. [MLVII.CCC4D](#)

Spanish VIII (60.0712)

- IP1. The students exchange oral and written information and ideas in the target language on topics related to philosophy, social issues, regionalisms, and traditions. [MLVIII.IP1](#)
 - IP1A. Define and discuss philosophical issues. [MLVIII.IP1A](#)
 - IP1B. Express and defend social views and opinions. [MLVIII.IP1B](#)
 - IP1C. Define and discuss aspects of regionalisms. [MLVIII.IP1C](#)
 - IP1D. Recognize and discuss the role of tradition in society. [MLVIII.IP1D](#)
- IP2. Students produce original extended oral and written discourse. [MLVIII.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy. [MLVIII.IP2A](#)
 - IP2B. Participate in sustained oral and written activities expressing hypothetical outcomes. [MLVIII.IP2B](#)
 - IP2C. Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages. [MLVIII.IP2C](#)
 - IP2D. Use effective self-correction techniques in communicative exchanges. [MLVIII.IP2D](#)
 - IP2E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLVIII.IP2E](#)
- INT1. The students comprehend level-appropriate spoken and written communication in the target language on topics related to philosophy, social

issues, regionalisms, and traditions presented through a variety of media, including authentic materials. **MLVIII.INT1**

INT1A. Recognize and discriminate among subtleties of meaning in a variety of level- appropriate texts, including proverbs, folktales, idiomatic expressions, and colloquialisms. **MLVIII.INT1A**

INT1B. Exhibit understanding of spoken and written texts. **MLVIII.INT1B**

INT1C. Understand connected discourse presented through print and electronic media in the target language. **MLVIII.INT1C**

INT1D. Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures. **MLVIII.INT1D**

INT1E. Demonstrate an awareness of tone, style, and author perspective. **MLVIII.INT1E**

INT1F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVIII.INT1F**

P1. The students present information on topics relates to philosophy, social issues, regionalisms, and traditions using vocabulary, phrases, and patterns in extended oral and written discourses. **MLVIII.P1**

P1A. Summarize and outline main ideas and supporting details from a variety of authentic language materials. **MLVIII.P1A**

P1B. Create oral and written presentations in the past, present, and future with an increasing degree of accuracy, using visual and technological support as appropriate. **MLVIII.P1B**

P1C. Demonstrate Intermediate-Low to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLVIII.P1C**

P2. The students present stories, poems, skits, short plays, and/or speeches in the target language. **MLVIII.P2**

P2A. Research, produce and prepare well-organized projects appropriate to the audience and the purpose in the target language. **MLVIII.P2A**

P2B. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support. **MLVIII.P2B**

P2C. Participate in debates and deliver extemporaneous speeches. **MLVIII.P2C**

P2D. Report on a regional aspect or tradition of the target culture(s). **MLVIII.P2D**

P2E. Report on an event, idea, or person related to social or philosophical issues. **MLVIII.P2E**

CU1. The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated on topics related to philosophy, social issues, regionalisms, and traditions. **MLVIII.CU1**

CU1A. Research, plan, and participate in cultural events. **MLVIII.CU1A**

- CU1B. Recognize target culture influences on the products and practices of the target culture(s). [MLVIII.CU1B](#)
- CU1C. Recognize the target culture's influences on the products and practices of culture(s). [MLVIII.CU1C](#)
- CCC1. The students expand their knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. [MLVIII.CCC1](#)
 - CCC1A. Share opinions about the role of major figures and events related to social and ideological issues. [MLVIII.CCC1A](#)
 - CCC1B. Share opinions about readings, works, or people related to regionalisms and traditions. [MLVIII.CCC1B](#)
 - CCC1C. Analyze and discuss how topics studied in other subject areas relate to those studied in the target language class. [MLVIII.CCC1C](#)
 - CCC1D. Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, philosophy, regionalisms, and traditions. [MLVIII.CCC1D](#)
- CCC2. The students examine and compare the similarities and differences that exist within and among the cultures studied. [MLVIII.CCC2](#)
 - CCC2A. Analyze the influences of social and philosophical issues on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken. [MLVIII.CCC2A](#)
 - CCC2B. Identify the influences of regionalisms and traditions on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken. [MLVIII.CCC2B](#)
 - CCC2C. Analyze and explain local, regional, and national differences in the countries where the target language is spoken. [MLVIII.CCC2C](#)
- CCC3. The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. [MLVIII.CCC3](#)
 - CCC3A. Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. [MLVIII.CCC3A](#)
 - CCC3B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. [MLVIII.CCC3B](#)
- CCC4. The students apply interpreting skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. [MLVIII.CCC4](#)
 - CCC4A. Organize and present information acquired through the use of media, entertainment, and technology. [MLVIII.CCC4A](#)

- CCC4B. Apply interpreting skills to oral and written language in the target language. [MLVIII.CCC4B](#)
- CCC4C. Compare and contrast literary texts, such as poetry, folktales, and proverbs in the target language with English language versions. [MLVIII.CCC4C](#)
- CCC4D. Supplement their cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. [MLVIII.CCC4D](#)

French

French I (60.011)

- IP1.** The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. **MLI.IP1**
 - IP1A.** Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. **MLI.IP1A**
 - IP1B.** Express likes, dislikes, emotions, agreement and disagreement. **MLI.IP1B**
 - IP1C.** Make simple requests. **MLI.IP1C**
 - IP1D.** Ask for clarification. **MLI.IP1D**
 - IP1E.** Give simple descriptions. **MLI.IP1E**
 - IP1F.** Comprehend basic directions. **MLI.IP1F**
 - IP1G.** Ask questions and provide responses based on topics such as self, family, school, etc. **MLI.IP1G**
 - IP1H.** Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. **MLI.IP1H**
- IP2.** The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. **MLI.IP2**
 - IP2A.** Initiate, participate in, and close a brief oral or written exchange. **MLI.IP2A**
 - IP2B.** Use formal and informal forms of address. **MLI.IP2B**
 - IP2C.** Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLI.IP2C**
- INT1.** The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. **MLI.INT1**
 - INT1A.** Identify main ideas and some details when reading and listening. **MLI.INT1A**
 - INT1B.** Comprehend simple, culturally authentic announcements, messages, and advertisements. **MLI.INT1B**
 - INT1C.** Understand simple instructions, such as classroom procedures. **MLI.INT1C**
 - INT1D.** Demonstrate Novice-Mid proficiency in listening and reading comprehension. **MLI.INT1D**
- INT2.** The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. **MLI.INT2**
 - INT2A.** Differentiate among statements, questions and exclamations. **MLI.INT2A**

- INT2B.** Recognize basic gestures, body language, and intonation that clarify a message. **MLI.INT2B**
- P1.** The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students: **MLI.P1**
- 1A.** Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media. **MLI.P.1A**
 - 1B.** Give basic information about self and others including school, family, activities, etc. **MLI.P.1B**
 - 1C.** Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLI.P.1C**
- P2.** The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students: **MLI.P2**
- 2A.** Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material. **MLI.P.2A**
 - 2B.** Demonstrate comprehension of rehearsed material. **MLI.P.2B**
- CU1.** The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. **MLI.CU1**
- CU1A.** Demonstrate knowledge of contributions of target culture(s) to civilization. **MLI.CU1A**
 - CU1B.** Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals. **MLI.CU1B**
 - CU1C.** Describe customs and traditions of the cultures such as greetings, celebrations and courtesies. **MLI.CU1C**
- CCC1.** The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students: **MLI.CCC1**
- CCC1A.** Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken. **MLI.CCC1A**
 - CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills). **MLI.CCC1B**
 - CCC1C.** Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects. **MLI.CCC1C**
 - CCC1D.** Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States. **MLI.CCC1D**
- CCC2.** The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. **MLI.CCC2**

- CCC2A. Compare patterns of behavior and interaction in the students' own culture with those of the target language. [MLI.CCC2A](#)
- CCC2B. Demonstrate an awareness of elements of the students' own culture. [MLI.CCC2B](#)
- CCC3. The students compare basic elements of the target language to the English language. [MLI.CCC3](#)
 - CCC3A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms. [MLI.CCC3A](#)
 - CCC3B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning. [MLI.CCC3B](#)
- CCC4. The students demonstrate an awareness of current events in the target culture(s). [MLI.CCC4](#)
 - CCC4A. Give information regarding major current events of the target culture(s). [MLI.CCC4A](#)
 - CCC4B. Understand the impact of current events of the target culture(s). [MLI.CCC4B](#)
- CCC5. The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. [MLI.CCC5](#)
 - CCC5A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology. [MLI.CCC5A](#)
 - CCC5B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied. [MLI.CCC5B](#)

French II (60.012)

- IP1. The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. [MLII.IP1](#)
 - IP1A. Express needs and preferences. [MLII.IP1A](#)
 - IP1B. Express feelings and emotions. [MLII.IP1B](#)
 - IP1C. Request help and clarification. [MLII.IP1C](#)
 - IP1D. Give descriptions. [MLII.IP1D](#)
 - IP1E. Give and follow directions and instructions. [MLII.IP1E](#)
 - IP1F. Ask questions and provide responses based on topics such as self, others, and the immediate environment. [MLII.IP1F](#)
 - IP1G. Ask questions and provide responses about plans and events. [MLII.IP1G](#)
- IP2. The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. [MLII.IP2](#)
 - IP2A. Initiate, participate in, and close an oral or written exchange. [MLII.IP2A](#)

- IP2B. Use simple paraphrasing to convey and comprehend messages. [MLII.IP2B](#)
- IP2C. Use gestures and body language to convey and comprehend messages. [MLII.IP2C](#)
- IP2D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLII.IP2D](#)
- INT1. The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLII.INT1](#)
 - INT1A. Identify main ideas and essential details when reading and listening. [MLII.INT1A](#)
 - INT1B. Interpret culturally authentic materials and information. [MLII.INT1B](#)
 - INT1C. Comprehend and follow oral and written instructions. [MLII.INT1C](#)
 - INT1D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension. [MLII.INT1D](#)
- INT2. The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. [MLII.INT2](#)
 - INT2A. Differentiate among increasingly complex statements, questions, and exclamations. [MLII.INT2A](#)
 - INT2B. Interpret basic gestures, body language, and intonation that clarify a message. [MLII.INT2B](#)
- P1. The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. [MLII.P1](#)
 - P1A. Relate main ideas and essential details from level-appropriate print or non- print material. [MLII.P1A](#)
 - P1B. Give brief, organized oral presentations, using visual and technological support as appropriate.B. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLII.P1B](#)
- P2. The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. [MLII.P2](#)
 - P2A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material. [MLII.P2A](#)
 - P2B. Demonstrate comprehension of material. [MLII.P2B](#)
- CU1. The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. [MLII.CU1](#)
 - CU1A. Participate in real or simulated cultural events, such as family activities and holiday celebrations. [MLII.CU1A](#)
 - CU1B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of

national holidays. **MLII.CU1B**

CU1C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art. **MLII.CU1C**

CCC1. The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. **MLII.CCC1**

CCC1A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language. **MLII.CCC1A**

CCC1B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system. **MLII.CCC1B**

CCC2. The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. **MLII.CCC2**

CCC2A. Compare and contrast traditions, such as holidays, foods, and celebrations. **MLII.CCC2A**

CCC2B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek. **MLII.CCC2B**

CCC2C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture. **MLII.CCC2C**

CCC3. The students develop a better understanding of the English language through the study of the target language. **MLII.CCC3**

CCC3A. Compare vocabulary usage and structural patterns of the target language with English. **MLII.CCC3A**

CCC3B. Use level-appropriate idiomatic expressions in the target language. **MLII.CCC3B**

CCC4. The students identify current events and issues in the target culture(s). **MLII.CCC4**

CCC4A. Give information regarding major current events of the target culture(s). **MLII.CCC4A**

CCC4B. Understand the impact of major current events on the target culture(s). **MLII.CCC4B**

CCC5. The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. **MLII.CCC5**

CCC5A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology. **MLII.CCC5A**

CCC5B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet

to reinforce basic cultural knowledge. [MLII.CCC5B](#)

French III (60.013)

- IP1.** The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. [MLIII.IP1](#)
- IP1A.** Express needs and desires. [MLIII.IP1A](#)
 - IP1B.** Share feelings and emotions. [MLIII.IP1B](#)
 - IP1C.** Exchange opinions and preferences. [MLIII.IP1C](#)
 - IP1D.** Give detailed descriptions. [MLIII.IP1D](#)
 - IP1E.** Give and follow detailed directions and instructions. [MLIII.IP1E](#)
 - IP1F.** Ask questions and provide responses on topics and events found in a variety of print and non-print sources. [MLIII.IP1F](#)
- IP2.** The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. [MLIII.IP2](#)
- IP2A.** Participate in extended oral and written activities reflecting the present. [MLIII.IP2A](#)
 - IP2B.** Begin to participate in oral and written activities reflecting the future and past. [MLIII.IP2B](#)
 - IP2C.** Exchange information through conversations, notes, letters, or e-mail on familiar topics. [MLIII.IP2C](#)
 - IP2D.** Use paraphrasing, some circumlocution, and body language to convey and comprehend messages. [MLIII.IP2D](#)
 - IP2E.** Begin to self-correct. [MLIII.IP2E](#)
 - IP2F.** Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLIII.IP2F](#)
- INT1.** The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. [MLIII.INT1](#)
- INT1A.** Identify main ideas and supporting details from a variety of sources. [MLIII.INT1A](#)
 - INT1B.** Understand culturally authentic materials and information. [MLIII.INT1B](#)
 - INT1C.** Demonstrate comprehension of current events and issues presented through print and electronic media. [MLIII.INT1C](#)
 - INT1D.** Follow instructions given in the target language. [MLIII.INT1D](#)
 - INT1E.** Understand simple connected discourse. [MLIII.INT1E](#)
 - INT1F.** Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension. [MLIII.INT1F](#)

- P1.** The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. **MLIII.P1**
 - P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLIII.P1A**
 - P1B.** Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. **MLIII.P1B**
 - P1C.** Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate. **MLIII.P1C**
 - P1D.** Begin to prepare presentations in the past and future. **MLIII.P1D**
 - P1E.** Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLIII.P1E**
- P2.** The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. **MLIII.P2**
 - P2A.** Prepare and present culturally authentic poetry, skits or stories. **MLIII.P2A**
 - P2B.** Prepare and present original essays, poetry, skits, or stories in the target language. **MLIII.P2B**
- CU1.** The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLIII.CU1**
 - CU1A.** Participate in real or simulated cultural events. **MLIII.CU1A**
 - CU1B.** Discuss patterns of behavior typically associated with culture(s). **MLIII.CU1B**
 - CU1C.** Investigate the role of geography in the history and development of the culture(s) studied. **MLIII.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. **MLIII.CCC1**
 - CCC1A.** Understand the role of major contemporary and historical figures and events from the culture(s) studied. **MLIII.CCC1A**
 - CCC1B.** Relate topics studied in other subject areas to those studied in the target language class. **MLIII.CCC1B**
 - CCC1C.** Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIII.CCC1C**
- CCC2.** The students investigate similarities and differences that exist within and among the cultures studied. The students: **MLIII.CCC2**

- CCC2A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture. [MLIII.CCC2A](#)
- CCC2B. Compare and contrast social conventions of the target cultures with the students' own culture. [MLIII.CCC2B](#)
- CCC2C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture. [MLIII.CCC2C](#)
- CCC3. The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students: [MLIII.CCC3](#)
 - CCC3A. Demonstrate understanding that language and meaning do not transfer directly from one language to another. [MLIII.CCC3A](#)
 - CCC3B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied. [MLIII.CCC3B](#)
- CCC4. The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students: [MLIV.CCC4](#)
 - CCC3A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology. [MLIII.CCC3A](#)
 - CCC3B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge. [MLIII.CCC3B](#)

French IV (60.014)

- IP1. The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. [MLIV.IP1](#)
 - IP1A. Express needs and desires. [MLIV.IP1A](#)
 - IP1B. Share emotions and preferences. [MLIV.IP1B](#)
 - IP1C. Elicit and express opinions and information. [MLIV.IP1C](#)
 - IP1D. Exchange personal reactions to spoken and written information related to the target culture(s). [MLIV.IP1D](#)
- IP2. The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. [MLIV.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses. [MLIV.IP2A](#)
 - IP2B. Exchange ideas clearly using level-appropriate material. [MLIV.IP2B](#)
 - IP2C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLIV.IP2C](#)

- IP2D. Use self-correction. [MLIV.IP2D](#)
- IP2E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLIV.IP2E](#)
- INT1. The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLIV.INT1](#)
 - INT1A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts. [MLIV.INT1A](#)
 - INT1B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages. [MLIV.INT1B](#)
 - INT1C. Comprehend and react to current events and issues presented through print and electronic media. [MLIV.INT1C](#)
 - INT1D. Understand simple connected discourse. [MLIV.INT1D](#)
 - INT1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension. [MLIV.INT1E](#)
- P1. The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. [MLIV.P1](#)
 - P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [MLIV.P1A](#)
 - P1B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. [MLIV.P1B](#)
 - P1C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. [MLIV.P1C](#)
 - P1D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate. [MLIV.P1D](#)
 - P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLIV.P1E](#)
- P2. The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language. [MLIV.P2](#)
 - P2A. Prepare and present organized culturally authentic poetry, skits or stories. [MLIV.P2A](#)
 - P2B. Prepare and present original essays, poetry, skits or stories in the target language. [MLIV.P2B](#)

- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLIV.CU1**
 - CU1A.** Participate in real or simulated cultural events. **MLIV.CU1A**
 - CU1B.** Discuss cultural patterns of behavior. **MLIV.CU1B**
 - CU1C.** Research and report on some aspect of the history and development of the target culture(s). **MLIV.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. **MLIV.CCC1**
 - CCC1A.** Report on the role of major contemporary and historical figures and events from the cultures studied. **MLIV.CCC1A**
 - CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLIV.CCC1B**
 - CCC1C.** Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIV.CCC1C**
- CCC2.** The students investigate the similarities and differences that exist within and among the cultures studied. **MLIV.CCC2**
 - CCC2A.** Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture. **MLIV.CCC2A**
 - CCC2B.** Discuss how members of the target culture(s) view the United States. **MLIV.CCC2B**
 - CCC2C.** Recognize and discuss local, regional, and national differences in the countries where the target language is spoken. **MLIV.CCC2C**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLIV.CCC3**
 - CCC3A.** Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions. **MLIV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLIV.CCC3B**
- CCC4.** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLIV.CCC4**
 - CCC4A.** Discuss information acquired through the use of media, entertainment, and technology in the target language. **MLIV.CCC4A**
 - CCC4B.** Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet,

to reinforce cultural understanding. [MLIV.CCC4B](#)

French V (60.015)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate. [MLV.IP1](#)
 - IP1A.** Express physical and social needs. [MLV.IP1A](#)
 - IP1B.** Relate personal information. [MLV.IP1B](#)
 - IP1C.** Elicit and express opinions, preferences and other topical information. [MLV.IP1C](#)
 - IP1D.** Exchange personal reactions to spoken and written information related to the target culture(s). [MLV.IP1D](#)
- IP2.** The students communicate original thoughts and react to conversational input using sentences and strings of sentences. [MLV.IP2](#)
 - IP2A.** Participate in extended oral and written activities reflecting the present tense, with some usage of past and future tenses. [MLV.IP2A](#)
 - IP2B.** Exchange ideas using level-appropriate material. [MLV.IP2B](#)
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLV.IP2C](#)
 - IP2D.** Use self-correction. [MLV.IP2D](#)
 - IP2E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLV.IP2E](#)
- INT1.** The students comprehend level appropriate spoken and written language on topics related to contemporary, historical and literary events and issues utilizing cultural references, where appropriate, presented through a variety of media in the target language, including authentic materials. [MLV.INT1](#)
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate works, including idiomatic expressions and figurative language. [MLV.INT1A](#)
 - INT1B.** Demonstrate comprehension of current and historical events. Demonstrate comprehension of level-appropriate literature. [MLV.INT1B](#)
 - INT1C.** Understand connected discourse presented through print and electronic media in the target language. [MLV.INT1C](#)
 - INT1D.** Demonstrate comprehension of short routine telephone conversations and some deliberate speech, such as routine announcements and simple reports via the media. [MLV.INT1D](#)
 - INT1E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension. [MLV.INT1E](#)
- P1.** The students present previously learned as well as newly acquired information on topics related to contemporary, historical and literary events and issues

utilizing cultural references where appropriate using sentences and strings of sentences. **MLV.P1**

P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLV.P1A**

P1B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1B**

P1C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1C**

P1D. Give prepared presentations (near full control of present tense, partial control of past and future tenses), using visual and technological support as appropriate. **MLV.P1D**

P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLV.P1E**

P2. The students present student-created as well as culturally authentic stories, poems, skits, and/or short plays in the target language. **MLV.P2**

P2A. Produce well-organized presentations suitable for the audience and the purpose. **MLV.P2A**

P2B. Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLV.P2B**

CU1. The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLV.CU1**

CU1A. Research, plan, and participate in cultural events. **MLV.CU1A**

CU1B. Differentiate between cultural patterns of behavior. **MLV.CU1B**

CU1C. Research and report on contemporary or historical events and issues. **MLV.CU1C**

CU1D. Recognize target culture influences on the products and practices of the culture(s). **MLV.CU1D**

CCC1. The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts and/or career/ technical education. **MLV.CCC1**

CCC1A. Express opinions about the role of major contemporary and historical figures and events from the cultures studied. **MLV.CCC1A**

CCC1B. Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLV.CCC1B**

CCC1C. Research and discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLV.CCC1C**

- CCC2.** The students examine the similarities and differences that exist within and among the cultures studied. **MLV.CCC2**
- CCC2A.** Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture. **MLV.CCC2A**
 - CCC2B.** Discuss local, regional, and national differences in the countries where the target language is spoken. **MLV.CCC2B**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLV.CCC3**
- CCC3A.** Compare target language pronunciation, vocabulary, and colloquial usage in various countries and regions with English language usage. **MLV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLV.CCC3B**
- CCC4.** The students use language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLV.CCC4**
- CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology, in the target language. **MLV.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written target language. **MLV.CCC4B**
 - CCC4C.** Augment cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLV.CCC4C**

French VI (60.016)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to current events, cultural references, history, and literature. **MLVI.IP1**
- IP1A.** React to a variety of social situations. **MLVI.IP1A**
 - IP1B.** Express and elicit personal views and opinions. **MLVI.IP1B**
 - IP1C.** Discuss and react to historical and literary events and issues. **MLVI.IP1C**
- IP2.** The students communicate original thoughts and react to conversational input using sentences and strings of sentences. **MLVI.IP2**
- IP2A.** Participate in extended oral and written activities reflecting the past, present, and future. **MLVI.IP2A**
 - IP2B.** Use effective paraphrasing, body language, and increase their ability to circumlocute, and use other creative means to convey and comprehend messages. **MLVI.IP2B**

- IP2C.** Use effective self-correction techniques in communicative exchanges. **MLVI.IP2C**
- IP2D.** Demonstrate Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.IP2D**
- INT1.** The students understand complex spoken and written communication in the target language presented through a variety of media, including authentic materials. **MLVI.INT1**
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and figurative language. **MLVI.INT1A**
 - INT1B.** Demonstrate comprehension of current and historical events. **MLVI.INT1B**
 - INT1C.** Demonstrate comprehension of selected level-appropriate literary works. **MLVI.INT1C**
 - INT1D.** Understand connected discourse presented through print and electronic media in the target language. **MLVI.INT1D**
 - INT1E.** Comprehend extended conversations and speech, such as dialogues, monologues, and lectures. **MLVI.INT1E**
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVI.INT1F**
- P1.** The students present information using complex sentences and short paragraphs. **MLVI.P1**
 - P1A.** Summarize and outline main ideas and supporting details from a variety of authentic language materials. **MLVI.P1A**
 - P1B.** Create oral and written presentations incorporating the past, present and future tenses with minimal errors, using visual and technological support as appropriate. **MLVI.P1B**
 - P1C.** Demonstrate Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.P1C**
- P2.** The students present student-created, as well as culturally authentic, stories, poems, skits, and/or short plays in the target language. **MLVI.P2**
 - P2A.** Research, produce and present well-organized projects appropriate to the audience and the purpose. **MLVI.P2A**
 - P2B.** Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLVI.P2B**
- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated. **MLVI.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVI.CU1A**

- CU1B.** Analyze and differentiate between cultural patterns of behavior. **MLVI.CU1B**
- CU1C.** Report on important personages of the target culture(s). **MLVI.CU1C**
- CU1D.** Recognize the target culture's influence on the products and practices of the culture. **MLVI.CU1D**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas, including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. **MLVI.CCC1**
 - CCC1A.** Express opinions about the role of major contemporary historical and literary figures and events from the culture(s) studied. **MLVI.CCC1A**
 - CCC1B.** Express opinions about level-appropriate readings. **MLVI.CCC1B**
 - CCC1C.** Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVI.CCC1C**
 - CCC1D.** Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as political systems, art, architecture, and music. **MLVI.CCC1D**
- CCC2.** The students examine the similarities and differences that exist within and among the cultures studied. **MLVI.CCC2**
 - CCC2A.** Analyze the influences of current issues and historical events on the relationships between the students' own culture and the countries where the target language is spoken. **MLVI.CCC2A**
 - CCC2B.** Explain local, regional, and national differences in the countries where the target language is spoken. **MLVI.CCC2B**
- CCC3.** The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLVI.CCC3**
 - CCC3A.** Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. **MLVI.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLVI.CCC3B**
- CCC4.** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLVI.CCC4**
 - CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology. **MLVI.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written language. **MLVI.CCC4B**
 - CCC4C.** Supplement cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLVI.CCC4C**

Chinese

Chinese I (62.011)

- IP1.** The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. **MLI.IP1**
 - IP1A.** Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. **MLI.IP1A**
 - IP1B.** Express likes, dislikes, emotions, agreement and disagreement. **MLI.IP1B**
 - IP1C.** Make simple requests. **MLI.IP1C**
 - IP1D.** Ask for clarification. **MLI.IP1D**
 - IP1E.** Give simple descriptions. **MLI.IP1E**
 - IP1F.** Comprehend basic directions. **MLI.IP1F**
 - IP1G.** Ask questions and provide responses based on topics such as self, family, school, etc. **MLI.IP1G**
 - IP1H.** Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. **MLI.IP1H**
- IP2.** The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. **MLI.IP2**
 - IP2A.** Initiate, participate in, and close a brief oral or written exchange. **MLI.IP2A**
 - IP2B.** Use formal and informal forms of address. **MLI.IP2B**
 - IP2C.** Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLI.IP2C**
- INT1.** The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. **MLI.INT1**
 - INT1A.** Identify main ideas and some details when reading and listening. **MLI.INT1A**
 - INT1B.** Comprehend simple, culturally authentic announcements, messages, and advertisements. **MLI.INT1B**
 - INT1C.** Understand simple instructions, such as classroom procedures. **MLI.INT1C**
 - INT1D.** Demonstrate Novice-Mid proficiency in listening and reading comprehension. **MLI.INT1D**
- INT2.** The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. **MLI.INT2**
 - INT2A.** Differentiate among statements, questions and exclamations. **MLI.INT2A**

- INT2B.** Recognize basic gestures, body language, and intonation that clarify a message. **MLI.INT2B**
- P1.** The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students: **MLI.P1**
- 1A.** Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media. **MLI.P.1A**
 - 1B.** Give basic information about self and others including school, family, activities, etc. **MLI.P.1B**
 - 1C.** Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLI.P.1C**
- P2.** The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students: **MLI.P2**
- 2A.** Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material. **MLI.P.2A**
 - 2B.** Demonstrate comprehension of rehearsed material. **MLI.P.2B**
- CU1.** The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. **MLI.CU1**
- CU1A.** Demonstrate knowledge of contributions of target culture(s) to civilization. **MLI.CU1A**
 - CU1B.** Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals. **MLI.CU1B**
 - CU1C.** Describe customs and traditions of the cultures such as greetings, celebrations and courtesies. **MLI.CU1C**
- CCC1.** The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students: **MLI.CCC1**
- CCC1A.** Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken. **MLI.CCC1A**
 - CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills). **MLI.CCC1B**
 - CCC1C.** Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects. **MLI.CCC1C**
 - CCC1D.** Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States. **MLI.CCC1D**
- CCC2.** The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. **MLI.CCC2**

- CCC2A. Compare patterns of behavior and interaction in the students' own culture with those of the target language. [MLI.CCC2A](#)
- CCC2B. Demonstrate an awareness of elements of the students' own culture. [MLI.CCC2B](#)
- CCC3. The students compare basic elements of the target language to the English language. [MLI.CCC3](#)
 - CCC3A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms. [MLI.CCC3A](#)
 - CCC3B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning. [MLI.CCC3B](#)
- CCC4. The students demonstrate an awareness of current events in the target culture(s). [MLI.CCC4](#)
 - CCC4A. Give information regarding major current events of the target culture(s). [MLI.CCC4A](#)
 - CCC4B. Understand the impact of current events of the target culture(s). [MLI.CCC4B](#)
- CCC5. The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. [MLI.CCC5](#)
 - CCC5A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology. [MLI.CCC5A](#)
 - CCC5B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied. [MLI.CCC5B](#)

Chinese II (62.012)

- IP1. The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. [MLII.IP1](#)
 - IP1A. Express needs and preferences. [MLII.IP1A](#)
 - IP1B. Express feelings and emotions. [MLII.IP1B](#)
 - IP1C. Request help and clarification. [MLII.IP1C](#)
 - IP1D. Give descriptions. [MLII.IP1D](#)
 - IP1E. Give and follow directions and instructions. [MLII.IP1E](#)
 - IP1F. Ask questions and provide responses based on topics such as self, others, and the immediate environment. [MLII.IP1F](#)
 - IP1G. Ask questions and provide responses about plans and events. [MLII.IP1G](#)
- IP2. The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. [MLII.IP2](#)
 - IP2A. Initiate, participate in, and close an oral or written exchange. [MLII.IP2A](#)

- IP2B. Use simple paraphrasing to convey and comprehend messages. [MLII.IP2B](#)
- IP2C. Use gestures and body language to convey and comprehend messages. [MLII.IP2C](#)
- IP2D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLII.IP2D](#)
- INT1. The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLII.INT1](#)
 - INT1A. Identify main ideas and essential details when reading and listening. [MLII.INT1A](#)
 - INT1B. Interpret culturally authentic materials and information. [MLII.INT1B](#)
 - INT1C. Comprehend and follow oral and written instructions. [MLII.INT1C](#)
 - INT1D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension. [MLII.INT1D](#)
- INT2. The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. [MLII.INT2](#)
 - INT2A. Differentiate among increasingly complex statements, questions, and exclamations. [MLII.INT2A](#)
 - INT2B. Interpret basic gestures, body language, and intonation that clarify a message. [MLII.INT2B](#)
- P1. The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. [MLII.P1](#)
 - P1A. Relate main ideas and essential details from level-appropriate print or non- print material. [MLII.P1A](#)
 - P1B. Give brief, organized oral presentations, using visual and technological support as appropriate.B. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLII.P1B](#)
- P2. The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. [MLII.P2](#)
 - P2A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material. [MLII.P2A](#)
 - P2B. Demonstrate comprehension of material. [MLII.P2B](#)
- CU1. The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. [MLII.CU1](#)
 - CU1A. Participate in real or simulated cultural events, such as family activities and holiday celebrations. [MLII.CU1A](#)
 - CU1B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of

national holidays. **MLII.CU1B**

CU1C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art. **MLII.CU1C**

CCC1. The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. **MLII.CCC1**

CCC1A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language. **MLII.CCC1A**

CCC1B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system. **MLII.CCC1B**

CCC2. The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. **MLII.CCC2**

CCC2A. Compare and contrast traditions, such as holidays, foods, and celebrations. **MLII.CCC2A**

CCC2B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek. **MLII.CCC2B**

CCC2C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture. **MLII.CCC2C**

CCC3. The students develop a better understanding of the English language through the study of the target language. **MLII.CCC3**

CCC3A. Compare vocabulary usage and structural patterns of the target language with English. **MLII.CCC3A**

CCC3B. Use level-appropriate idiomatic expressions in the target language. **MLII.CCC3B**

CCC4. The students identify current events and issues in the target culture(s). **MLII.CCC4**

CCC4A. Give information regarding major current events of the target culture(s). **MLII.CCC4A**

CCC4B. Understand the impact of major current events on the target culture(s). **MLII.CCC4B**

CCC5. The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. **MLII.CCC5**

CCC5A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology. **MLII.CCC5A**

CCC5B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet

to reinforce basic cultural knowledge. [MLII.CCC5B](#)

Chinese III (62.013)

- IP1.** The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. [MLIII.IP1](#)
- IP1A.** Express needs and desires. [MLIII.IP1A](#)
 - IP1B.** Share feelings and emotions. [MLIII.IP1B](#)
 - IP1C.** Exchange opinions and preferences. [MLIII.IP1C](#)
 - IP1D.** Give detailed descriptions. [MLIII.IP1D](#)
 - IP1E.** Give and follow detailed directions and instructions. [MLIII.IP1E](#)
 - IP1F.** Ask questions and provide responses on topics and events found in a variety of print and non-print sources. [MLIII.IP1F](#)
- IP2.** The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. [MLIII.IP2](#)
- IP2A.** Participate in extended oral and written activities reflecting the present. [MLIII.IP2A](#)
 - IP2B.** Begin to participate in oral and written activities reflecting the future and past. [MLIII.IP2B](#)
 - IP2C.** Exchange information through conversations, notes, letters, or e-mail on familiar topics. [MLIII.IP2C](#)
 - IP2D.** Use paraphrasing, some circumlocution, and body language to convey and comprehend messages. [MLIII.IP2D](#)
 - IP2E.** Begin to self-correct. [MLIII.IP2E](#)
 - IP2F.** Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLIII.IP2F](#)
- INT1.** The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. [MLIII.INT1](#)
- INT1A.** Identify main ideas and supporting details from a variety of sources. [MLIII.INT1A](#)
 - INT1B.** Understand culturally authentic materials and information. [MLIII.INT1B](#)
 - INT1C.** Demonstrate comprehension of current events and issues presented through print and electronic media. [MLIII.INT1C](#)
 - INT1D.** Follow instructions given in the target language. [MLIII.INT1D](#)
 - INT1E.** Understand simple connected discourse. [MLIII.INT1E](#)
 - INT1F.** Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension. [MLIII.INT1F](#)

- P1.** The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. **MLIII.P1**
 - P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLIII.P1A**
 - P1B.** Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. **MLIII.P1B**
 - P1C.** Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate. **MLIII.P1C**
 - P1D.** Begin to prepare presentations in the past and future. **MLIII.P1D**
 - P1E.** Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLIII.P1E**
- P2.** The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. **MLIII.P2**
 - P2A.** Prepare and present culturally authentic poetry, skits or stories. **MLIII.P2A**
 - P2B.** Prepare and present original essays, poetry, skits, or stories in the target language. **MLIII.P2B**
- CU1.** The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLIII.CU1**
 - CU1A.** Participate in real or simulated cultural events. **MLIII.CU1A**
 - CU1B.** Discuss patterns of behavior typically associated with culture(s). **MLIII.CU1B**
 - CU1C.** Investigate the role of geography in the history and development of the culture(s) studied. **MLIII.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. **MLIII.CCC1**
 - CCC1A.** Understand the role of major contemporary and historical figures and events from the culture(s) studied. **MLIII.CCC1A**
 - CCC1B.** Relate topics studied in other subject areas to those studied in the target language class. **MLIII.CCC1B**
 - CCC1C.** Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIII.CCC1C**
- CCC2.** The students investigate similarities and differences that exist within and among the cultures studied. The students: **MLIII.CCC2**

- CCC2A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture. [MLIII.CCC2A](#)
- CCC2B. Compare and contrast social conventions of the target cultures with the students' own culture. [MLIII.CCC2B](#)
- CCC2C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture. [MLIII.CCC2C](#)
- CCC3. The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students: [MLIII.CCC3](#)
 - CCC3A. Demonstrate understanding that language and meaning do not transfer directly from one language to another. [MLIII.CCC3A](#)
 - CCC3B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied. [MLIII.CCC3B](#)
- CCC4. The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students: [MLIV.CCC4](#)
 - CCC3A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology. [MLIII.CCC3A](#)
 - CCC3B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge. [MLIII.CCC3B](#)

Chinese IV (62.014)

- IP1. The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. [MLIV.IP1](#)
 - IP1A. Express needs and desires. [MLIV.IP1A](#)
 - IP1B. Share emotions and preferences. [MLIV.IP1B](#)
 - IP1C. Elicit and express opinions and information. [MLIV.IP1C](#)
 - IP1D. Exchange personal reactions to spoken and written information related to the target culture(s). [MLIV.IP1D](#)
- IP2. The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. [MLIV.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses. [MLIV.IP2A](#)
 - IP2B. Exchange ideas clearly using level-appropriate material. [MLIV.IP2B](#)
 - IP2C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLIV.IP2C](#)

- IP2D. Use self-correction. [MLIV.IP2D](#)
- IP2E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLIV.IP2E](#)
- INT1. The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLIV.INT1](#)
 - INT1A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts. [MLIV.INT1A](#)
 - INT1B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages. [MLIV.INT1B](#)
 - INT1C. Comprehend and react to current events and issues presented through print and electronic media. [MLIV.INT1C](#)
 - INT1D. Understand simple connected discourse. [MLIV.INT1D](#)
 - INT1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension. [MLIV.INT1E](#)
- P1. The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. [MLIV.P1](#)
 - P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [MLIV.P1A](#)
 - P1B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. [MLIV.P1B](#)
 - P1C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. [MLIV.P1C](#)
 - P1D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate. [MLIV.P1D](#)
 - P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLIV.P1E](#)
- P2. The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language. [MLIV.P2](#)
 - P2A. Prepare and present organized culturally authentic poetry, skits or stories. [MLIV.P2A](#)
 - P2B. Prepare and present original essays, poetry, skits or stories in the target language. [MLIV.P2B](#)

- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLIV.CU1**
 - CU1A.** Participate in real or simulated cultural events. **MLIV.CU1A**
 - CU1B.** Discuss cultural patterns of behavior. **MLIV.CU1B**
 - CU1C.** Research and report on some aspect of the history and development of the target culture(s). **MLIV.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. **MLIV.CCC1**
 - CCC1A.** Report on the role of major contemporary and historical figures and events from the cultures studied. **MLIV.CCC1A**
 - CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLIV.CCC1B**
 - CCC1C.** Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIV.CCC1C**
- CCC2.** The students investigate the similarities and differences that exist within and among the cultures studied. **MLIV.CCC2**
 - CCC2A.** Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture. **MLIV.CCC2A**
 - CCC2B.** Discuss how members of the target culture(s) view the United States. **MLIV.CCC2B**
 - CCC2C.** Recognize and discuss local, regional, and national differences in the countries where the target language is spoken. **MLIV.CCC2C**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLIV.CCC3**
 - CCC3A.** Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions. **MLIV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLIV.CCC3B**
- CCC4.** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLIV.CCC4**
 - CCC4A.** Discuss information acquired through the use of media, entertainment, and technology in the target language. **MLIV.CCC4A**
 - CCC4B.** Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet,

to reinforce cultural understanding. [MLIV.CCC4B](#)

Chinese V (62.015)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate. [MLV.IP1](#)
 - IP1A.** Express physical and social needs. [MLV.IP1A](#)
 - IP1B.** Relate personal information. [MLV.IP1B](#)
 - IP1C.** Elicit and express opinions, preferences and other topical information. [MLV.IP1C](#)
 - IP1D.** Exchange personal reactions to spoken and written information related to the target culture(s). [MLV.IP1D](#)
- IP2.** The students communicate original thoughts and react to conversational input using sentences and strings of sentences. [MLV.IP2](#)
 - IP2A.** Participate in extended oral and written activities reflecting the present tense, with some usage of past and future tenses. [MLV.IP2A](#)
 - IP2B.** Exchange ideas using level-appropriate material. [MLV.IP2B](#)
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLV.IP2C](#)
 - IP2D.** Use self-correction. [MLV.IP2D](#)
 - IP2E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLV.IP2E](#)
- INT1.** The students comprehend level appropriate spoken and written language on topics related to contemporary, historical and literary events and issues utilizing cultural references, where appropriate, presented through a variety of media in the target language, including authentic materials. [MLV.INT1](#)
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate works, including idiomatic expressions and figurative language. [MLV.INT1A](#)
 - INT1B.** Demonstrate comprehension of current and historical events. Demonstrate comprehension of level-appropriate literature. [MLV.INT1B](#)
 - INT1C.** Understand connected discourse presented through print and electronic media in the target language. [MLV.INT1C](#)
 - INT1D.** Demonstrate comprehension of short routine telephone conversations and some deliberate speech, such as routine announcements and simple reports via the media. [MLV.INT1D](#)
 - INT1E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension. [MLV.INT1E](#)
- P1.** The students present previously learned as well as newly acquired information on topics related to contemporary, historical and literary events and issues

utilizing cultural references where appropriate using sentences and strings of sentences. **MLV.P1**

P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLV.P1A**

P1B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1B**

P1C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1C**

P1D. Give prepared presentations (near full control of present tense, partial control of past and future tenses), using visual and technological support as appropriate. **MLV.P1D**

P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLV.P1E**

P2. The students present student-created as well as culturally authentic stories, poems, skits, and/or short plays in the target language. **MLV.P2**

P2A. Produce well-organized presentations suitable for the audience and the purpose. **MLV.P2A**

P2B. Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLV.P2B**

CU1. The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLV.CU1**

CU1A. Research, plan, and participate in cultural events. **MLV.CU1A**

CU1B. Differentiate between cultural patterns of behavior. **MLV.CU1B**

CU1C. Research and report on contemporary or historical events and issues. **MLV.CU1C**

CU1D. Recognize target culture influences on the products and practices of the culture(s). **MLV.CU1D**

CCC1. The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts and/or career/ technical education. **MLV.CCC1**

CCC1A. Express opinions about the role of major contemporary and historical figures and events from the cultures studied. **MLV.CCC1A**

CCC1B. Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLV.CCC1B**

CCC1C. Research and discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLV.CCC1C**

- CCC2.** The students examine the similarities and differences that exist within and among the cultures studied. **MLV.CCC2**
- CCC2A.** Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture. **MLV.CCC2A**
 - CCC2B.** Discuss local, regional, and national differences in the countries where the target language is spoken. **MLV.CCC2B**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLV.CCC3**
- CCC3A.** Compare target language pronunciation, vocabulary, and colloquial usage in various countries and regions with English language usage. **MLV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLV.CCC3B**
- CCC4.** The students use language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLV.CCC4**
- CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology, in the target language. **MLV.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written target language. **MLV.CCC4B**
 - CCC4C.** Augment cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLV.CCC4C**

Chinese VI (62.016)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to current events, cultural references, history, and literature. **MLVI.IP1**
- IP1A.** React to a variety of social situations. **MLVI.IP1A**
 - IP1B.** Express and elicit personal views and opinions. **MLVI.IP1B**
 - IP1C.** Discuss and react to historical and literary events and issues. **MLVI.IP1C**
- IP2.** The students communicate original thoughts and react to conversational input using sentences and strings of sentences. **MLVI.IP2**
- IP2A.** Participate in extended oral and written activities reflecting the past, present, and future. **MLVI.IP2A**
 - IP2B.** Use effective paraphrasing, body language, and increase their ability to circumlocute, and use other creative means to convey and comprehend messages. **MLVI.IP2B**

- IP2C.** Use effective self-correction techniques in communicative exchanges. **MLVI.IP2C**
- IP2D.** Demonstrate Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.IP2D**
- INT1.** The students understand complex spoken and written communication in the target language presented through a variety of media, including authentic materials. **MLVI.INT1**
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and figurative language. **MLVI.INT1A**
 - INT1B.** Demonstrate comprehension of current and historical events. **MLVI.INT1B**
 - INT1C.** Demonstrate comprehension of selected level-appropriate literary works. **MLVI.INT1C**
 - INT1D.** Understand connected discourse presented through print and electronic media in the target language. **MLVI.INT1D**
 - INT1E.** Comprehend extended conversations and speech, such as dialogues, monologues, and lectures. **MLVI.INT1E**
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVI.INT1F**
- P1.** The students present information using complex sentences and short paragraphs. **MLVI.P1**
 - P1A.** Summarize and outline main ideas and supporting details from a variety of authentic language materials. **MLVI.P1A**
 - P1B.** Create oral and written presentations incorporating the past, present and future tenses with minimal errors, using visual and technological support as appropriate. **MLVI.P1B**
 - P1C.** Demonstrate Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.P1C**
- P2.** The students present student-created, as well as culturally authentic, stories, poems, skits, and/or short plays in the target language. **MLVI.P2**
 - P2A.** Research, produce and present well-organized projects appropriate to the audience and the purpose. **MLVI.P2A**
 - P2B.** Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLVI.P2B**
- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated. **MLVI.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVI.CU1A**

- CU1B.** Analyze and differentiate between cultural patterns of behavior. **MLVI.CU1B**
- CU1C.** Report on important personages of the target culture(s). **MLVI.CU1C**
- CU1D.** Recognize the target culture's influence on the products and practices of the culture. **MLVI.CU1D**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas, including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. **MLVI.CCC1**
 - CCC1A.** Express opinions about the role of major contemporary historical and literary figures and events from the culture(s) studied. **MLVI.CCC1A**
 - CCC1B.** Express opinions about level-appropriate readings. **MLVI.CCC1B**
 - CCC1C.** Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVI.CCC1C**
 - CCC1D.** Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as political systems, art, architecture, and music. **MLVI.CCC1D**
- CCC2.** The students examine the similarities and differences that exist within and among the cultures studied. **MLVI.CCC2**
 - CCC2A.** Analyze the influences of current issues and historical events on the relationships between the students' own culture and the countries where the target language is spoken. **MLVI.CCC2A**
 - CCC2B.** Explain local, regional, and national differences in the countries where the target language is spoken. **MLVI.CCC2B**
- CCC3.** The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLVI.CCC3**
 - CCC3A.** Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. **MLVI.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLVI.CCC3B**
- CCC4.** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLVI.CCC4**
 - CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology. **MLVI.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written language. **MLVI.CCC4B**
 - CCC4C.** Supplement cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLVI.CCC4C**

Chinese VII (62.017)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to social issues, political systems, the arts, and the environment. **MLVII.IP1**
 - IP1A.** Define and discuss social and political issues. **MLVII.IP1A**
 - IP1B.** Express and defend social views and opinions. **MLVII.IP1B**
 - IP1C.** Express and defend political views and opinions. **MLVII.IP1C**
 - IP1D.** Express and propose solutions. **MLVII.IP1D**
 - IP1E.** Interpret and express opinions. **MLVII.IP1E**
- IP2.** The students produce original extended oral and written discourse. **MLVII.IP2**
 - IP2A.** Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy. **MLVII.IP2A**
 - IP2B.** Participate in sustained oral and written activities expressing hypothetical outcomes. **MLVII.IP2B**
 - IP2C.** Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages. **MLVII.IP2C**
 - IP2D.** Use effective self-correction techniques. **MLVII.IP2D**
 - IP2E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLVII.IP2E**
- INT1.** The students comprehend level-appropriate spoken and written communication in the target language on topics related to social issues, political systems, the arts, and the environment presented through a variety of media, including authentic materials. **MLVII.INT1**
 - INT1A.** Recognize and discriminate among subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and colloquialisms. **MLVII.INT1A**
 - INT1B.** Exhibit understanding of spoken and written texts related to the arts. **MLVII.INT1B**
 - INT1C.** Understand connected discourse presented through print and electronic media in the target language. **MLVII.INT1C**
 - INT1D.** Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures. **MLVII.INT1D**
 - INT1E.** Begin to demonstrate an awareness of tone, style and author perspective. **MLVII.INT1E**
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVII.INT1F**
- P1.** The students present level-appropriate information on topics related to social issues, political systems, the arts, and the environment in extended oral and written discourse. **MLVII.P1**

- P1A. Summarize and outline main ideas and supporting details from a variety of authentic language materials. [MLVII.P1A](#)
- P1B. Create oral and written presentations in the past, present, and future tenses with increasing accuracy, using visual and technological support as appropriate. [MLVII.P1B](#)
- P1C. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLVII.P1C](#)
- P2. The students present stories, poems, skits, short plays, and/or speeches in the target language. [MLVII.P2](#)
 - P2A. Research, produce and present well-organized projects in the target language. [MLVII.P2A](#)
 - P2B. Prepare well-organized presentations appropriate to the audience and the purpose. [MLVII.P2B](#)
 - P2C. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support. [MLVII.P2C](#)
- CU1. The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied on topics related to contemporary, historical, and literary events and issues utilizing cultural references where appropriate and explain how they are interrelated. [MLVII.CU1](#)
 - CU1A. Research, plan, and participate in cultural events. [MLVII.CU1A](#)
 - CU1B. Recognize target culture influences on the products and practices of the culture(s). [MLVII.CU1B](#)
- CCC1. The students expand knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. [MLVII.CCC1](#)
 - CCC1C. Share opinions about the role of major figures and events related to social, political, and environmental issues. [MLVII.CCC1C](#)
 - CCC1B. Share opinions about readings, works, or people related to the arts. [MLVII.CCC1B](#)
 - CCC1C. Discuss how topics studied in other subject areas relate to those studied in the target language class. [MLVII.CCC1C](#)
- CCC2. The students examine and compare the similarities and differences that exist within and among the cultures studied. [MLVII.CCC2](#)
 - CCC2A. Analyze the influences of social, political, and environmental issues on the relationships between the students' own culture(s) and the countries where the target language is spoken. [MLVII.CCC2A](#)
 - CCC2B. Identify the influences of the arts on the relationships between the students' own culture(s) and the countries where the target language is spoken. [MLVII.CCC2B](#)

- CCC2C. Explain local, regional, and national differences in the countries where the target language is spoken. [MLVII.CCC2C](#)
- CCC3. The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. [MLVII.CCC3](#)
 - CCC3A. Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. [MLVII.CCC3A](#)
 - CCC3B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. [MLVII.CCC3B](#)
- CCC4. The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. [MLVII.CCC4](#)
 - CCC4A. Organize and present information acquired through the use of media, entertainment, and technology. [MLVII.CCC4A](#)
 - CCC4B. Apply interpreting skills to oral and written target language. [MLVII.CCC4B](#)
 - CCC4C. Compare and contrast literary texts, such as folktales and proverbs in the target language with the English equivalents. [MLVII.CCC4C](#)
 - CCC4D. Supplement their cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. [MLVII.CCC4D](#)

Chinese VIII (62.018)

- IP1. The students exchange oral and written information and ideas in the target language on topics related to philosophy, social issues, regionalisms, and traditions. [MLVIII.IP1](#)
 - IP1A. Define and discuss philosophical issues. [MLVIII.IP1A](#)
 - IP1B. Express and defend social views and opinions. [MLVIII.IP1B](#)
 - IP1C. Define and discuss aspects of regionalisms. [MLVIII.IP1C](#)
 - IP1D. Recognize and discuss the role of tradition in society. [MLVIII.IP1D](#)
- IP2. Students produce original extended oral and written discourse. [MLVIII.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy. [MLVIII.IP2A](#)
 - IP2B. Participate in sustained oral and written activities expressing hypothetical outcomes. [MLVIII.IP2B](#)
 - IP2C. Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages. [MLVIII.IP2C](#)
 - IP2D. Use effective self-correction techniques in communicative exchanges. [MLVIII.IP2D](#)

- IP2E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLVIII.IP2E](#)
- INT1. The students comprehend level-appropriate spoken and written communication in the target language on topics related to philosophy, social issues, regionalisms, and traditions presented through a variety of media, including authentic materials. [MLVIII.INT1](#)
 - INT1A. Recognize and discriminate among subtleties of meaning in a variety of level-appropriate texts, including proverbs, folktales, idiomatic expressions, and colloquialisms. [MLVIII.INT1A](#)
 - INT1B. Exhibit understanding of spoken and written texts. [MLVIII.INT1B](#)
 - INT1C. Understand connected discourse presented through print and electronic media in the target language. [MLVIII.INT1C](#)
 - INT1D. Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures. [MLVIII.INT1D](#)
 - INT1E. Demonstrate an awareness of tone, style, and author perspective. [MLVIII.INT1E](#)
 - INT1F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. [MLVIII.INT1F](#)
- P1. The students present information on topics related to philosophy, social issues, regionalisms, and traditions using vocabulary, phrases, and patterns in extended oral and written discourses. [MLVIII.P1](#)
 - P1A. Summarize and outline main ideas and supporting details from a variety of authentic language materials. [MLVIII.P1A](#)
 - P1B. Create oral and written presentations in the past, present, and future with an increasing degree of accuracy, using visual and technological support as appropriate. [MLVIII.P1B](#)
 - P1C. Demonstrate Intermediate-Low to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLVIII.P1C](#)
- P2. The students present stories, poems, skits, short plays, and/or speeches in the target language. [MLVIII.P2](#)
 - P2A. Research, produce and prepare well-organized projects appropriate to the audience and the purpose in the target language. [MLVIII.P2A](#)
 - P2B. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support. [MLVIII.P2B](#)
 - P2C. Participate in debates and deliver extemporaneous speeches. [MLVIII.P2C](#)
 - P2D. Report on a regional aspect or tradition of the target culture(s). [MLVIII.P2D](#)
 - P2E. Report on an event, idea, or person related to social or philosophical issues. [MLVIII.P2E](#)

- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated on topics related to philosophy, social issues, regionalisms, and traditions. **MLVIII.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVIII.CU1A**
 - CU1B.** Recognize target culture influences on the products and practices of the target culture(s). **MLVIII.CU1B**
 - CU1C.** Recognize the target culture's influences on the products and practices of culture(s). **MLVIII.CU1C**
- CCC1.** The students expand their knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. **MLVIII.CCC1**
 - CCC1A.** Share opinions about the role of major figures and events related to social and ideological issues. **MLVIII.CCC1A**
 - CCC1B.** Share opinions about readings, works, or people related to regionalisms and traditions. **MLVIII.CCC1B**
 - CCC1C.** Analyze and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVIII.CCC1C**
 - CCC1D.** Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, philosophy, regionalisms, and traditions. **MLVIII.CCC1D**
- CCC2.** The students examine and compare the similarities and differences that exist within and among the cultures studied. **MLVIII.CCC2**
 - CCC2A.** Analyze the influences of social and philosophical issues on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken. **MLVIII.CCC2A**
 - CCC2B.** Identify the influences of regionalisms and traditions on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken. **MLVIII.CCC2B**
 - CCC2C.** Analyze and explain local, regional, and national differences in the countries where the target language is spoken. **MLVIII.CCC2C**
- CCC3.** The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLVIII.CCC3**
 - CCC3A.** Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. **MLVIII.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLVIII.CCC3B**
- CCC4.** The students apply interpreting skills and expand cultural understanding by accessing information beyond the classroom setting for recreational,

educational, and occupational purposes. **MLVIII.CCC4**

CCC4A. Organize and present information acquired through the use of media, entertainment, and technology. **MLVIII.CCC4A**

CCC4B. Apply interpreting skills to oral and written language in the target language. **MLVIII.CCC4B**

CCC4C. Compare and contrast literary texts, such as poetry, folktales, and proverbs in the target language with English language versions. **MLVIII.CCC4C**

CCC4D. Supplement their cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLVIII.CCC4D**

German

German I (61.011)

- IP1.** The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. **MLI.IP1**
 - IP1A.** Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms. **MLI.IP1A**
 - IP1B.** Express likes, dislikes, emotions, agreement and disagreement. **MLI.IP1B**
 - IP1C.** Make simple requests. **MLI.IP1C**
 - IP1D.** Ask for clarification. **MLI.IP1D**
 - IP1E.** Give simple descriptions. **MLI.IP1E**
 - IP1F.** Comprehend basic directions. **MLI.IP1F**
 - IP1G.** Ask questions and provide responses based on topics such as self, family, school, etc. **MLI.IP1G**
 - IP1H.** Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. **MLI.IP1H**
- IP2.** The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. **MLI.IP2**
 - IP2A.** Initiate, participate in, and close a brief oral or written exchange. **MLI.IP2A**
 - IP2B.** Use formal and informal forms of address. **MLI.IP2B**
 - IP2C.** Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLI.IP2C**
- INT1.** The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. **MLI.INT1**
 - INT1A.** Identify main ideas and some details when reading and listening. **MLI.INT1A**
 - INT1B.** Comprehend simple, culturally authentic announcements, messages, and advertisements. **MLI.INT1B**
 - INT1C.** Understand simple instructions, such as classroom procedures. **MLI.INT1C**
 - INT1D.** Demonstrate Novice-Mid proficiency in listening and reading comprehension. **MLI.INT1D**
- INT2.** The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. **MLI.INT2**
 - INT2A.** Differentiate among statements, questions and exclamations. **MLI.INT2A**

- INT2B.** Recognize basic gestures, body language, and intonation that clarify a message. **MLI.INT2B**
- P1.** The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students: **MLI.P1**
- 1A.** Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media. **MLI.P.1A**
 - 1B.** Give basic information about self and others including school, family, activities, etc. **MLI.P.1B**
 - 1C.** Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLI.P.1C**
- P2.** The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students: **MLI.P2**
- 2A.** Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material. **MLI.P.2A**
 - 2B.** Demonstrate comprehension of rehearsed material. **MLI.P.2B**
- CU1.** The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. **MLI.CU1**
- CU1A.** Demonstrate knowledge of contributions of target culture(s) to civilization. **MLI.CU1A**
 - CU1B.** Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals. **MLI.CU1B**
 - CU1C.** Describe customs and traditions of the cultures such as greetings, celebrations and courtesies. **MLI.CU1C**
- CCC1.** The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students: **MLI.CCC1**
- CCC1A.** Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken. **MLI.CCC1A**
 - CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills). **MLI.CCC1B**
 - CCC1C.** Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects. **MLI.CCC1C**
 - CCC1D.** Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States. **MLI.CCC1D**
- CCC2.** The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. **MLI.CCC2**

- CCC2A. Compare patterns of behavior and interaction in the students' own culture with those of the target language. [MLI.CCC2A](#)
- CCC2B. Demonstrate an awareness of elements of the students' own culture. [MLI.CCC2B](#)
- CCC3. The students compare basic elements of the target language to the English language. [MLI.CCC3](#)
 - CCC3A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms. [MLI.CCC3A](#)
 - CCC3B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning. [MLI.CCC3B](#)
- CCC4. The students demonstrate an awareness of current events in the target culture(s). [MLI.CCC4](#)
 - CCC4A. Give information regarding major current events of the target culture(s). [MLI.CCC4A](#)
 - CCC4B. Understand the impact of current events of the target culture(s). [MLI.CCC4B](#)
- CCC5. The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. [MLI.CCC5](#)
 - CCC5A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology. [MLI.CCC5A](#)
 - CCC5B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied. [MLI.CCC5B](#)

German II (61.012)

- IP1. The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. [MLII.IP1](#)
 - IP1A. Express needs and preferences. [MLII.IP1A](#)
 - IP1B. Express feelings and emotions. [MLII.IP1B](#)
 - IP1C. Request help and clarification. [MLII.IP1C](#)
 - IP1D. Give descriptions. [MLII.IP1D](#)
 - IP1E. Give and follow directions and instructions. [MLII.IP1E](#)
 - IP1F. Ask questions and provide responses based on topics such as self, others, and the immediate environment. [MLII.IP1F](#)
 - IP1G. Ask questions and provide responses about plans and events. [MLII.IP1G](#)
- IP2. The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. [MLII.IP2](#)
 - IP2A. Initiate, participate in, and close an oral or written exchange. [MLII.IP2A](#)

- IP2B. Use simple paraphrasing to convey and comprehend messages. [MLII.IP2B](#)
- IP2C. Use gestures and body language to convey and comprehend messages. [MLII.IP2C](#)
- IP2D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLII.IP2D](#)
- INT1. The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLII.INT1](#)
 - INT1A. Identify main ideas and essential details when reading and listening. [MLII.INT1A](#)
 - INT1B. Interpret culturally authentic materials and information. [MLII.INT1B](#)
 - INT1C. Comprehend and follow oral and written instructions. [MLII.INT1C](#)
 - INT1D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension. [MLII.INT1D](#)
- INT2. The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. [MLII.INT2](#)
 - INT2A. Differentiate among increasingly complex statements, questions, and exclamations. [MLII.INT2A](#)
 - INT2B. Interpret basic gestures, body language, and intonation that clarify a message. [MLII.INT2B](#)
- P1. The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. [MLII.P1](#)
 - P1A. Relate main ideas and essential details from level-appropriate print or non- print material. [MLII.P1A](#)
 - P1B. Give brief, organized oral presentations, using visual and technological support as appropriate.B. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLII.P1B](#)
- P2. The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. [MLII.P2](#)
 - P2A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material. [MLII.P2A](#)
 - P2B. Demonstrate comprehension of material. [MLII.P2B](#)
- CU1. The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. [MLII.CU1](#)
 - CU1A. Participate in real or simulated cultural events, such as family activities and holiday celebrations. [MLII.CU1A](#)
 - CU1B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of

national holidays. **MLII.CU1B**

CU1C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art. **MLII.CU1C**

CCC1. The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. **MLII.CCC1**

CCC1A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language. **MLII.CCC1A**

CCC1B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system. **MLII.CCC1B**

CCC2. The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. **MLII.CCC2**

CCC2A. Compare and contrast traditions, such as holidays, foods, and celebrations. **MLII.CCC2A**

CCC2B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek. **MLII.CCC2B**

CCC2C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture. **MLII.CCC2C**

CCC3. The students develop a better understanding of the English language through the study of the target language. **MLII.CCC3**

CCC3A. Compare vocabulary usage and structural patterns of the target language with English. **MLII.CCC3A**

CCC3B. Use level-appropriate idiomatic expressions in the target language. **MLII.CCC3B**

CCC4. The students identify current events and issues in the target culture(s). **MLII.CCC4**

CCC4A. Give information regarding major current events of the target culture(s). **MLII.CCC4A**

CCC4B. Understand the impact of major current events on the target culture(s). **MLII.CCC4B**

CCC5. The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. **MLII.CCC5**

CCC5A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology. **MLII.CCC5A**

CCC5B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet

to reinforce basic cultural knowledge. [MLII.CCC5B](#)

German III (61.013)

IP1. The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. [MLIII.IP1](#)

IP1A. Express needs and desires. [MLIII.IP1A](#)

IP1B. Share feelings and emotions. [MLIII.IP1B](#)

IP1C. Exchange opinions and preferences. [MLIII.IP1C](#)

IP1D. Give detailed descriptions. [MLIII.IP1D](#)

IP1E. Give and follow detailed directions and instructions. [MLIII.IP1E](#)

IP1F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources. [MLIII.IP1F](#)

IP2. The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. [MLIII.IP2](#)

IP2A. Participate in extended oral and written activities reflecting the present. [MLIII.IP2A](#)

IP2B. Begin to participate in oral and written activities reflecting the future and past. [MLIII.IP2B](#)

IP2C. Exchange information through conversations, notes, letters, or e-mail on familiar topics. [MLIII.IP2C](#)

IP2D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages. [MLIII.IP2D](#)

IP2E. Begin to self-correct. [MLIII.IP2E](#)

IP2F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLIII.IP2F](#)

INT1. The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. [MLIII.INT1](#)

INT1A. Identify main ideas and supporting details from a variety of sources. [MLIII.INT1A](#)

INT1B. Understand culturally authentic materials and information. [MLIII.INT1B](#)

INT1C. Demonstrate comprehension of current events and issues presented through print and electronic media. [MLIII.INT1C](#)

INT1D. Follow instructions given in the target language. [MLIII.INT1D](#)

INT1E. Understand simple connected discourse. [MLIII.INT1E](#)

INT1F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension. [MLIII.INT1F](#)

- P1.** The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. **MLIII.P1**
 - P1A.** Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLIII.P1A**
 - P1B.** Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. **MLIII.P1B**
 - P1C.** Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate. **MLIII.P1C**
 - P1D.** Begin to prepare presentations in the past and future. **MLIII.P1D**
 - P1E.** Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLIII.P1E**
- P2.** The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. **MLIII.P2**
 - P2A.** Prepare and present culturally authentic poetry, skits or stories. **MLIII.P2A**
 - P2B.** Prepare and present original essays, poetry, skits, or stories in the target language. **MLIII.P2B**
- CU1.** The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLIII.CU1**
 - CU1A.** Participate in real or simulated cultural events. **MLIII.CU1A**
 - CU1B.** Discuss patterns of behavior typically associated with culture(s). **MLIII.CU1B**
 - CU1C.** Investigate the role of geography in the history and development of the culture(s) studied. **MLIII.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. **MLIII.CCC1**
 - CCC1A.** Understand the role of major contemporary and historical figures and events from the culture(s) studied. **MLIII.CCC1A**
 - CCC1B.** Relate topics studied in other subject areas to those studied in the target language class. **MLIII.CCC1B**
 - CCC1C.** Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIII.CCC1C**
- CCC2.** The students investigate similarities and differences that exist within and among the cultures studied. The students: **MLIII.CCC2**

- CCC2A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture. [MLIII.CCC2A](#)
- CCC2B. Compare and contrast social conventions of the target cultures with the students' own culture. [MLIII.CCC2B](#)
- CCC2C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture. [MLIII.CCC2C](#)
- CCC3. The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students: [MLIII.CCC3](#)
 - CCC3A. Demonstrate understanding that language and meaning do not transfer directly from one language to another. [MLIII.CCC3A](#)
 - CCC3B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied. [MLIII.CCC3B](#)
- CCC4. The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students: [MLIV.CCC4](#)
 - CCC3A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology. [MLIII.CCC3A](#)
 - CCC3B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge. [MLIII.CCC3B](#)

German IV (61.014)

- IP1. The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. [MLIV.IP1](#)
 - IP1A. Express needs and desires. [MLIV.IP1A](#)
 - IP1B. Share emotions and preferences. [MLIV.IP1B](#)
 - IP1C. Elicit and express opinions and information. [MLIV.IP1C](#)
 - IP1D. Exchange personal reactions to spoken and written information related to the target culture(s). [MLIV.IP1D](#)
- IP2. The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. [MLIV.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses. [MLIV.IP2A](#)
 - IP2B. Exchange ideas clearly using level-appropriate material. [MLIV.IP2B](#)
 - IP2C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLIV.IP2C](#)

- IP2D. Use self-correction. [MLIV.IP2D](#)
- IP2E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLIV.IP2E](#)
- INT1. The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. [MLIV.INT1](#)
 - INT1A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts. [MLIV.INT1A](#)
 - INT1B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages. [MLIV.INT1B](#)
 - INT1C. Comprehend and react to current events and issues presented through print and electronic media. [MLIV.INT1C](#)
 - INT1D. Understand simple connected discourse. [MLIV.INT1D](#)
 - INT1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension. [MLIV.INT1E](#)
- P1. The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. [MLIV.P1](#)
 - P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. [MLIV.P1A](#)
 - P1B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. [MLIV.P1B](#)
 - P1C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. [MLIV.P1C](#)
 - P1D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate. [MLIV.P1D](#)
 - P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLIV.P1E](#)
- P2. The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language. [MLIV.P2](#)
 - P2A. Prepare and present organized culturally authentic poetry, skits or stories. [MLIV.P2A](#)
 - P2B. Prepare and present original essays, poetry, skits or stories in the target language. [MLIV.P2B](#)

- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLIV.CU1**
 - CU1A.** Participate in real or simulated cultural events. **MLIV.CU1A**
 - CU1B.** Discuss cultural patterns of behavior. **MLIV.CU1B**
 - CU1C.** Research and report on some aspect of the history and development of the target culture(s). **MLIV.CU1C**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. **MLIV.CCC1**
 - CCC1A.** Report on the role of major contemporary and historical figures and events from the cultures studied. **MLIV.CCC1A**
 - CCC1B.** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLIV.CCC1B**
 - CCC1C.** Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLIV.CCC1C**
- CCC2.** The students investigate the similarities and differences that exist within and among the cultures studied. **MLIV.CCC2**
 - CCC2A.** Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture. **MLIV.CCC2A**
 - CCC2B.** Discuss how members of the target culture(s) view the United States. **MLIV.CCC2B**
 - CCC2C.** Recognize and discuss local, regional, and national differences in the countries where the target language is spoken. **MLIV.CCC2C**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLIV.CCC3**
 - CCC3A.** Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions. **MLIV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLIV.CCC3B**
- CCC4.** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLIV.CCC4**
 - CCC4A.** Discuss information acquired through the use of media, entertainment, and technology in the target language. **MLIV.CCC4A**
 - CCC4B.** Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet,

to reinforce cultural understanding. [MLIV.CCC4B](#)

German V (61.015)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to contemporary, historical and literary events and issues utilizing cultural references where appropriate. [MLV.IP1](#)
 - IP1A.** Express physical and social needs. [MLV.IP1A](#)
 - IP1B.** Relate personal information. [MLV.IP1B](#)
 - IP1C.** Elicit and express opinions, preferences and other topical information. [MLV.IP1C](#)
 - IP1D.** Exchange personal reactions to spoken and written information related to the target culture(s). [MLV.IP1D](#)
- IP2.** The students communicate original thoughts and react to conversational input using sentences and strings of sentences. [MLV.IP2](#)
 - IP2A.** Participate in extended oral and written activities reflecting the present tense, with some usage of past and future tenses. [MLV.IP2A](#)
 - IP2B.** Exchange ideas using level-appropriate material. [MLV.IP2B](#)
 - IP2C.** Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. [MLV.IP2C](#)
 - IP2D.** Use self-correction. [MLV.IP2D](#)
 - IP2E.** Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLV.IP2E](#)
- INT1.** The students comprehend level appropriate spoken and written language on topics related to contemporary, historical and literary events and issues utilizing cultural references, where appropriate, presented through a variety of media in the target language, including authentic materials. [MLV.INT1](#)
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate works, including idiomatic expressions and figurative language. [MLV.INT1A](#)
 - INT1B.** Demonstrate comprehension of current and historical events. Demonstrate comprehension of level-appropriate literature. [MLV.INT1B](#)
 - INT1C.** Understand connected discourse presented through print and electronic media in the target language. [MLV.INT1C](#)
 - INT1D.** Demonstrate comprehension of short routine telephone conversations and some deliberate speech, such as routine announcements and simple reports via the media. [MLV.INT1D](#)
 - INT1E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension. [MLV.INT1E](#)
- P1.** The students present previously learned as well as newly acquired information on topics related to contemporary, historical and literary events and issues

utilizing cultural references where appropriate using sentences and strings of sentences. **MLV.P1**

P1A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials. **MLV.P1A**

P1B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1B**

P1C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. **MLV.P1C**

P1D. Give prepared presentations (near full control of present tense, partial control of past and future tenses), using visual and technological support as appropriate. **MLV.P1D**

P1E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLV.P1E**

P2. The students present student-created as well as culturally authentic stories, poems, skits, and/or short plays in the target language. **MLV.P2**

P2A. Produce well-organized presentations suitable for the audience and the purpose. **MLV.P2A**

P2B. Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLV.P2B**

CU1. The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. **MLV.CU1**

CU1A. Research, plan, and participate in cultural events. **MLV.CU1A**

CU1B. Differentiate between cultural patterns of behavior. **MLV.CU1B**

CU1C. Research and report on contemporary or historical events and issues. **MLV.CU1C**

CU1D. Recognize target culture influences on the products and practices of the culture(s). **MLV.CU1D**

CCC1. The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts and/or career/ technical education. **MLV.CCC1**

CCC1A. Express opinions about the role of major contemporary and historical figures and events from the cultures studied. **MLV.CCC1A**

CCC1B. Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLV.CCC1B**

CCC1C. Research and discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. **MLV.CCC1C**

- CCC2.** The students examine the similarities and differences that exist within and among the cultures studied. **MLV.CCC2**
- CCC2A.** Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture. **MLV.CCC2A**
 - CCC2B.** Discuss local, regional, and national differences in the countries where the target language is spoken. **MLV.CCC2B**
- CCC3.** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLV.CCC3**
- CCC3A.** Compare target language pronunciation, vocabulary, and colloquial usage in various countries and regions with English language usage. **MLV.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLV.CCC3B**
- CCC4.** The students use language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLV.CCC4**
- CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology, in the target language. **MLV.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written target language. **MLV.CCC4B**
 - CCC4C.** Augment cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLV.CCC4C**

German VI (61.016)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to current events, cultural references, history, and literature. **MLVI.IP1**
- IP1A.** React to a variety of social situations. **MLVI.IP1A**
 - IP1B.** Express and elicit personal views and opinions. **MLVI.IP1B**
 - IP1C.** Discuss and react to historical and literary events and issues. **MLVI.IP1C**
- IP2.** The students communicate original thoughts and react to conversational input using sentences and strings of sentences. **MLVI.IP2**
- IP2A.** Participate in extended oral and written activities reflecting the past, present, and future. **MLVI.IP2A**
 - IP2B.** Use effective paraphrasing, body language, and increase their ability to circumlocute, and use other creative means to convey and comprehend messages. **MLVI.IP2B**

- IP2C.** Use effective self-correction techniques in communicative exchanges. **MLVI.IP2C**
- IP2D.** Demonstrate Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.IP2D**
- INT1.** The students understand complex spoken and written communication in the target language presented through a variety of media, including authentic materials. **MLVI.INT1**
 - INT1A.** Understand subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and figurative language. **MLVI.INT1A**
 - INT1B.** Demonstrate comprehension of current and historical events. **MLVI.INT1B**
 - INT1C.** Demonstrate comprehension of selected level-appropriate literary works. **MLVI.INT1C**
 - INT1D.** Understand connected discourse presented through print and electronic media in the target language. **MLVI.INT1D**
 - INT1E.** Comprehend extended conversations and speech, such as dialogues, monologues, and lectures. **MLVI.INT1E**
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVI.INT1F**
- P1.** The students present information using complex sentences and short paragraphs. **MLVI.P1**
 - P1A.** Summarize and outline main ideas and supporting details from a variety of authentic language materials. **MLVI.P1A**
 - P1B.** Create oral and written presentations incorporating the past, present and future tenses with minimal errors, using visual and technological support as appropriate. **MLVI.P1B**
 - P1C.** Demonstrate Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. **MLVI.P1C**
- P2.** The students present student-created, as well as culturally authentic, stories, poems, skits, and/or short plays in the target language. **MLVI.P2**
 - P2A.** Research, produce and present well-organized projects appropriate to the audience and the purpose. **MLVI.P2A**
 - P2B.** Use appropriate verbal and non-verbal presentational techniques, including visual and/or technological support. **MLVI.P2B**
- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated. **MLVI.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVI.CU1A**

- CU1B.** Analyze and differentiate between cultural patterns of behavior. **MLVI.CU1B**
- CU1C.** Report on important personages of the target culture(s). **MLVI.CU1C**
- CU1D.** Recognize the target culture's influence on the products and practices of the culture. **MLVI.CU1D**
- CCC1.** The students reinforce and broaden knowledge of connections between the target language and other subject areas, including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. **MLVI.CCC1**
 - CCC1A.** Express opinions about the role of major contemporary historical and literary figures and events from the culture(s) studied. **MLVI.CCC1A**
 - CCC1B.** Express opinions about level-appropriate readings. **MLVI.CCC1B**
 - CCC1C.** Discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVI.CCC1C**
 - CCC1D.** Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as political systems, art, architecture, and music. **MLVI.CCC1D**
- CCC2.** The students examine the similarities and differences that exist within and among the cultures studied. **MLVI.CCC2**
 - CCC2A.** Analyze the influences of current issues and historical events on the relationships between the students' own culture and the countries where the target language is spoken. **MLVI.CCC2A**
 - CCC2B.** Explain local, regional, and national differences in the countries where the target language is spoken. **MLVI.CCC2B**
- CCC3.** The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLVI.CCC3**
 - CCC3A.** Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. **MLVI.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLVI.CCC3B**
- CCC4.** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. **MLVI.CCC4**
 - CCC4A.** Organize and present information acquired through the use of media, entertainment, and technology. **MLVI.CCC4A**
 - CCC4B.** Apply interpreting skills to oral and written language. **MLVI.CCC4B**
 - CCC4C.** Supplement cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. **MLVI.CCC4C**

German VII (61.018)

- IP1.** The students exchange oral and written information and ideas in the target language on topics related to social issues, political systems, the arts, and the environment. **MLVII.IP1**
 - IP1A.** Define and discuss social and political issues. **MLVII.IP1A**
 - IP1B.** Express and defend social views and opinions. **MLVII.IP1B**
 - IP1C.** Express and defend political views and opinions. **MLVII.IP1C**
 - IP1D.** Express and propose solutions. **MLVII.IP1D**
 - IP1E.** Interpret and express opinions. **MLVII.IP1E**
- IP2.** The students produce original extended oral and written discourse. **MLVII.IP2**
 - IP2A.** Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy. **MLVII.IP2A**
 - IP2B.** Participate in sustained oral and written activities expressing hypothetical outcomes. **MLVII.IP2B**
 - IP2C.** Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages. **MLVII.IP2C**
 - IP2D.** Use effective self-correction techniques. **MLVII.IP2D**
 - IP2E.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. **MLVII.IP2E**
- INT1.** The students comprehend level-appropriate spoken and written communication in the target language on topics related to social issues, political systems, the arts, and the environment presented through a variety of media, including authentic materials. **MLVII.INT1**
 - INT1A.** Recognize and discriminate among subtleties of meaning in a variety of level-appropriate texts, including idiomatic expressions and colloquialisms. **MLVII.INT1A**
 - INT1B.** Exhibit understanding of spoken and written texts related to the arts. **MLVII.INT1B**
 - INT1C.** Understand connected discourse presented through print and electronic media in the target language. **MLVII.INT1C**
 - INT1D.** Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures. **MLVII.INT1D**
 - INT1E.** Begin to demonstrate an awareness of tone, style and author perspective. **MLVII.INT1E**
 - INT1F.** Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. **MLVII.INT1F**
- P1.** The students present level-appropriate information on topics related to social issues, political systems, the arts, and the environment in extended oral and written discourse. **MLVII.P1**

- P1A. Summarize and outline main ideas and supporting details from a variety of authentic language materials. [MLVII.P1A](#)
- P1B. Create oral and written presentations in the past, present, and future tenses with increasing accuracy, using visual and technological support as appropriate. [MLVII.P1B](#)
- P1C. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLVII.P1C](#)
- P2. The students present stories, poems, skits, short plays, and/or speeches in the target language. [MLVII.P2](#)
 - P2A. Research, produce and present well-organized projects in the target language. [MLVII.P2A](#)
 - P2B. Prepare well-organized presentations appropriate to the audience and the purpose. [MLVII.P2B](#)
 - P2C. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support. [MLVII.P2C](#)
- CU1. The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied on topics related to contemporary, historical, and literary events and issues utilizing cultural references where appropriate and explain how they are interrelated. [MLVII.CU1](#)
 - CU1A. Research, plan, and participate in cultural events. [MLVII.CU1A](#)
 - CU1B. Recognize target culture influences on the products and practices of the culture(s). [MLVII.CU1B](#)
- CCC1. The students expand knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. [MLVII.CCC1](#)
 - CCC1C. Share opinions about the role of major figures and events related to social, political, and environmental issues. [MLVII.CCC1C](#)
 - CCC1B. Share opinions about readings, works, or people related to the arts. [MLVII.CCC1B](#)
 - CCC1C. Discuss how topics studied in other subject areas relate to those studied in the target language class. [MLVII.CCC1C](#)
- CCC2. The students examine and compare the similarities and differences that exist within and among the cultures studied. [MLVII.CCC2](#)
 - CCC2A. Analyze the influences of social, political, and environmental issues on the relationships between the students' own culture(s) and the countries where the target language is spoken. [MLVII.CCC2A](#)
 - CCC2B. Identify the influences of the arts on the relationships between the students' own culture(s) and the countries where the target language is spoken. [MLVII.CCC2B](#)

- CCC2C. Explain local, regional, and national differences in the countries where the target language is spoken. [MLVII.CCC2C](#)
- CCC3. The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. [MLVII.CCC3](#)
 - CCC3A. Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. [MLVII.CCC3A](#)
 - CCC3B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. [MLVII.CCC3B](#)
- CCC4. The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. [MLVII.CCC4](#)
 - CCC4A. Organize and present information acquired through the use of media, entertainment, and technology. [MLVII.CCC4A](#)
 - CCC4B. Apply interpreting skills to oral and written target language. [MLVII.CCC4B](#)
 - CCC4C. Compare and contrast literary texts, such as folktales and proverbs in the target language with the English equivalents. [MLVII.CCC4C](#)
 - CCC4D. Supplement their cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. [MLVII.CCC4D](#)

German VIII (61.019)

- IP1. The students exchange oral and written information and ideas in the target language on topics related to philosophy, social issues, regionalisms, and traditions. [MLVIII.IP1](#)
 - IP1A. Define and discuss philosophical issues. [MLVIII.IP1A](#)
 - IP1B. Express and defend social views and opinions. [MLVIII.IP1B](#)
 - IP1C. Define and discuss aspects of regionalisms. [MLVIII.IP1C](#)
 - IP1D. Recognize and discuss the role of tradition in society. [MLVIII.IP1D](#)
- IP2. Students produce original extended oral and written discourse. [MLVIII.IP2](#)
 - IP2A. Participate in extended oral and written activities reflecting the past, present, and future tenses with increasing accuracy. [MLVIII.IP2A](#)
 - IP2B. Participate in sustained oral and written activities expressing hypothetical outcomes. [MLVIII.IP2B](#)
 - IP2C. Use effective paraphrasing, body language, an increased ability to circumlocute, and other creative means to convey and comprehend messages. [MLVIII.IP2C](#)
 - IP2D. Use effective self-correction techniques in communicative exchanges. [MLVIII.IP2D](#)

- IP2E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. [MLVIII.IP2E](#)
- INT1. The students comprehend level-appropriate spoken and written communication in the target language on topics related to philosophy, social issues, regionalisms, and traditions presented through a variety of media, including authentic materials. [MLVIII.INT1](#)
 - INT1A. Recognize and discriminate among subtleties of meaning in a variety of level-appropriate texts, including proverbs, folktales, idiomatic expressions, and colloquialisms. [MLVIII.INT1A](#)
 - INT1B. Exhibit understanding of spoken and written texts. [MLVIII.INT1B](#)
 - INT1C. Understand connected discourse presented through print and electronic media in the target language. [MLVIII.INT1C](#)
 - INT1D. Show understanding of extended conversations and speech, such as dialogues, monologues, and lectures. [MLVIII.INT1D](#)
 - INT1E. Demonstrate an awareness of tone, style, and author perspective. [MLVIII.INT1E](#)
 - INT1F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension. [MLVIII.INT1F](#)
- P1. The students present information on topics related to philosophy, social issues, regionalisms, and traditions using vocabulary, phrases, and patterns in extended oral and written discourses. [MLVIII.P1](#)
 - P1A. Summarize and outline main ideas and supporting details from a variety of authentic language materials. [MLVIII.P1A](#)
 - P1B. Create oral and written presentations in the past, present, and future with an increasing degree of accuracy, using visual and technological support as appropriate. [MLVIII.P1B](#)
 - P1C. Demonstrate Intermediate-Low to Intermediate-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. [MLVIII.P1C](#)
- P2. The students present stories, poems, skits, short plays, and/or speeches in the target language. [MLVIII.P2](#)
 - P2A. Research, produce and prepare well-organized projects appropriate to the audience and the purpose in the target language. [MLVIII.P2A](#)
 - P2B. Use appropriate verbal and non-verbal presentational techniques with visual and/or technological support. [MLVIII.P2B](#)
 - P2C. Participate in debates and deliver extemporaneous speeches. [MLVIII.P2C](#)
 - P2D. Report on a regional aspect or tradition of the target culture(s). [MLVIII.P2D](#)
 - P2E. Report on an event, idea, or person related to social or philosophical issues. [MLVIII.P2E](#)

- CU1.** The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated on topics related to philosophy, social issues, regionalisms, and traditions. **MLVIII.CU1**
 - CU1A.** Research, plan, and participate in cultural events. **MLVIII.CU1A**
 - CU1B.** Recognize target culture influences on the products and practices of the target culture(s). **MLVIII.CU1B**
 - CU1C.** Recognize the target culture's influences on the products and practices of culture(s). **MLVIII.CU1C**
- CCC1.** The students expand their knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, arts, and career/technical education. **MLVIII.CCC1**
 - CCC1A.** Share opinions about the role of major figures and events related to social and ideological issues. **MLVIII.CCC1A**
 - CCC1B.** Share opinions about readings, works, or people related to regionalisms and traditions. **MLVIII.CCC1B**
 - CCC1C.** Analyze and discuss how topics studied in other subject areas relate to those studied in the target language class. **MLVIII.CCC1C**
 - CCC1D.** Research, discuss, and analyze how the perspectives of the target culture(s) are reflected in their practices and products, such as social issues, philosophy, regionalisms, and traditions. **MLVIII.CCC1D**
- CCC2.** The students examine and compare the similarities and differences that exist within and among the cultures studied. **MLVIII.CCC2**
 - CCC2A.** Analyze the influences of social and philosophical issues on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken. **MLVIII.CCC2A**
 - CCC2B.** Identify the influences of regionalisms and traditions on the relationships between the students' own culture(s) and the culture(s) of the countries where the target language is spoken. **MLVIII.CCC2B**
 - CCC2C.** Analyze and explain local, regional, and national differences in the countries where the target language is spoken. **MLVIII.CCC2C**
- CCC3.** The students expand their knowledge of the English language through the study and analysis of linguistic elements of the target language. **MLVIII.CCC3**
 - CCC3A.** Examine regional differences in pronunciation, vocabulary, and colloquialisms where the target language is spoken. **MLVIII.CCC3A**
 - CCC3B.** Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood. **MLVIII.CCC3B**
- CCC4.** The students apply interpreting skills and expand cultural understanding by accessing information beyond the classroom setting for recreational,

educational, and occupational purposes. [MLVIII.CCC4](#)

CCC4A. Organize and present information acquired through the use of media, entertainment, and technology. [MLVIII.CCC4A](#)

CCC4B. Apply interpreting skills to oral and written language in the target language. [MLVIII.CCC4B](#)

CCC4C. Compare and contrast literary texts, such as poetry, folktales, and proverbs in the target language with English language versions. [MLVIII.CCC4C](#)

CCC4D. Supplement their cultural knowledge and linguistic skills through contact with individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding. [MLVIII.CCC4D](#)

American Sign Language (ASL)

American Sign Language I (64.031)

- IP1.** Students exchange simple information in the target language, utilizing cultural references where appropriate. **ASL1.IP1**
 - IP1A.** Produce gestures, handshapes, movements, facial expressions and pantomime. (e.g., marked and unmarked handshapes, emotions). **ASL1.IP1A**
 - IP1B.** Produce and recognize appropriate attention-getting behaviors (eg., hand wave, shoulder tap). **ASL1.IP1B**
 - IP1C.** Sign basic greetings, introductions, farewells and expressions of courtesy (e.g., eye gaze, turn taking, please and thank you). **ASL1.IP1C**
 - IP1D.** Express like/dislike and agreement /disagreement (e.g., yes, no, maybe, negation, want/don't want). **ASL1.IP1D**
 - IP1E.** Make simple requests (e.g., basic directional verbs, stand/sit, don't mind). **ASL1.IP1E**
 - IP1F.** Ask for clarification (e.g., "what," again, understand). **ASL1.IP1F**
 - IP1G.** Give simple descriptions (e.g., introduction to size and shape specifiers, classifiers, adjectives). **ASL1.IP1G**
 - IP1H.** Follow and give simple directions (e.g., use of space, far/near, left/right). **ASL1.IP1H**
 - IP1I.** Ask questions and provide responses based suggested topics (e.g., yes/no and wh- questions). **ASL1.IP1I**
 - IP1J.** Use sequenced information meaningfully (e.g., telling time, days of the week, months, seasons, expressive fingerspelling, numbers 0 -100). **ASL1.IP1J**
- IP2.** Students demonstrate skills necessary to sustain exchanges in the target language. **ASL1.IP2**
 - IP2A.** Initiate, participate in, and close a brief exchange (e.g., turn taking and dialogue). **ASL1.IP2A**
 - IP2B.** Demonstrates SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency. **ASL1.IP2B**
- INT1.** Students demonstrate an understanding of the target language through a variety of media and based on topics such as self, family, school, etc. **ASL1.INT1**
 - INT1A.** Identify main ideas and some details, while viewing an ASL signed narrative. **ASL1.INT1A**
 - INT1B.** Comprehend simple culturally authentic ASL genres (e.g., ABC and number stories and poetry). **ASL1.INT1B**
 - INT1C.** Understand simple instructions, such as classroom procedures. **ASL1.INT1C**
 - INT1D.** Demonstrate SLPI Novice+ to Survival and ASLPI Level 1 to 2 proficiency receptive skills. **ASL1.INT1D**

- INT2.** Students will comprehend signed and non-manual markers to understand simple messages in the target language. [ASL1.INT2](#)
 - INT2A.** Differentiate among statements, questions, and commands (e.g., yes/no, WH, rhetorical questions, commands). [ASL1.INT2A](#)
 - INT2B.** Recognize basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes). [ASL1.INT2B](#)
- P1.** Students present information that contains a variety of vocabulary, phrases, and patterns. [ASL1.P1](#)
 - P1A.** Present informational narratives (e.g., calendar, sports, weather). [ASL1.P1A](#)
 - P1B.** Present personal narratives (e.g., family tree, house description). [ASL1.P1B](#)
 - P1C.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency expressive skills. [ASL1.P1C](#)
- P2.** Students present brief, rehearsed material in the target language, such as dialogues, skits, and poetry. [ASL1.P2](#)
 - P2A.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency skills in presenting rehearsed material (e.g., ABC/number stories, skits, assigned topics). [ASL1.P2A](#)
 - P2B.** Demonstrate comprehension of rehearsed material. (videotape as well as live performance) [ASL1.P2B](#)
- CU1.** Students develop an awareness of perspectives, practices, and products of the cultures where the target language is used. [ASL1.CU1](#)
 - CU1A.** Demonstrate knowledge of contributions target culture to civilization (e.g., technology; art; theater and plays; sign language/deaf literature, media, games and jewelry). [ASL1.CU1A](#)
 - CU1B.** Identify commonly held viewpoints of the culture (e.g., cultural vs. medical views of deafness, D/d deaf, residential vs. inclusive models of education). [ASL1.CU1B](#)
 - CU1C.** Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies (e.g., name signs, homecoming, deaf/hearing/hard of hearing, deaf only organizations). [ASL1.CU1C](#)
- CCC1.** Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. [ASL1.CCC1](#)
 - CCC1A.** Demonstrate knowledge of the evolution and spread of American Sign Language (e.g., travels of T.H. Gallaudet; location of residential schools; Martha's Vineyard; Gallaudet University/NTID/CSUN; regional signs). [ASL1.CCC1A](#)
 - CCC1B.** Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g., practice math fact drills; English/ASL grammar; famous deaf people; receptive fingerspelling). [ASL1.CCC1B](#)
 - CCC1C.** Relate content from other subject areas to topics discussed in the language class (e.g., literature by or for deaf people; appearance of deaf

characters in TV drama; sports; sign for and from other countries). [ASL1.CCC1C](#)

CCC2. Students demonstrate an understanding of the significance of culture through comparisons between the culture studied and the students' own culture. [ASL1.CCC2](#)

CCC2A. Compare patterns of behavior and interaction in the students' own culture with those of the target culture (e.g., phone/TV access; ring signalers, visual noise; proxemics; eye contact; driving; use of interpreters). [ASL1.CCC2A](#)

CCC2B. Demonstrate an awareness of elements of the students' own culture (e.g., communication and social interaction; other languages in the home, extended family). [ASL1.CCC2B](#)

CCC3. Students compare basic elements of the target language to the English language. [ASL1.CCC3](#)

CCC3A. Recognize similarities and differences in English and the target language regarding idioms, slang (e.g., simple translations to /from English and ASL). [ASL1.CCC3A](#)

CCC3B. Recognize basic sign parameters and inflectional patterns (e.g., same/different). [ASL1.CCC3B](#)

CCC4. Students demonstrate an awareness of current events in the target culture. [ASL1.CCC4](#)

CCC4A. Give information about current events of target cultures (e.g., Deaf President Now, oral vs. manual). [ASL1.CCC4A](#)

CCC4B. Understand the impact of current events of the target culture (e.g., outcomes of Deaf President Now, No Child Left Behind, FCC-Video Phone, Americans with Disabilities Act, Miss Deaf America). [ASL1.CCC4B](#)

CCC5. Students identify situations and resources in which the target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes. [ASL1.CCC5](#)

CCC5A. Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology (Vlogs, ASL movies, careers requiring sign language skill). [ASL1.CCC5A](#)

CCC5B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied. (e.g., National Association of the Deaf, Registry of Interpreters for the Deaf, National Black Deaf Advocates, ASL web browser, Deaf Nation, local events). [ASL1.CCC5B](#)

American Sign Language II (64.031)

- IP1.** Students exchange information in the target language, utilizing cultural references where appropriate. **ASL2.IP1**
 - IP1F.** Express needs and preferences (e.g., compare/contrast). **ASL2.IP1F**
 - IP1B.** Express feelings and emotions (e.g., varying degrees of intensity, inflection). **ASL2.IP1B**
 - IP1C.** Request help and clarification (e.g., how to communicate at a Deaf event). **ASL2.IP1C**
 - IP1D.** Give descriptions (e.g., advanced classifiers). **ASL2.IP1D**
 - IP1E.** Give and follow directions and instructions (e.g., locatives, and indexing). **ASL2.IP1E**
 - IP1F.** Ask questions and provide responses based on topics such as self, others, and immediate environment. **ASL2.IP1F**
 - IP1G.** Ask questions and provide responses about plans and events (e.g., time markers, listing, and sequencing). **ASL2.IP1G**
- IP2.** Students demonstrate skills necessary to initiate, sustain and close exchanges in the target language. **ASL2.IP2**
 - IP2A.** Initiate, participate in, and close an exchange. **ASL2.IP2A**
 - IP2B.** Use simple paraphrasing to convey and comprehend messages (e.g., retelling, and create story from picture stimuli). **ASL2.IP2B**
 - IP2C.** Use non-manual aspects of ASL to convey and comprehend messages (e.g., eye gaze, and role shifting). **ASL2.IP2C**
 - IP2D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges. **ASL2.IP2D**
- INT1.** Students understand information on new and familiar topics presented in the target language through a variety of media including authentic narratives and materials. **ASL2.INT1**
 - INT1A.** Identify main ideas and essential details while viewing an ASL signed narrative. **ASL2.INT1A**
 - INT1B.** Comprehend culturally authentic ASL genres (e.g., poetry, jokes, and stories). **ASL2.INT1B**
 - INT1C.** Understand instructions (e.g., 2-3 step directions, recipes). **ASL2.INT1C**
 - INT1D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills. **ASL2.INT1D**
- INT2.** Students will comprehend signed and non-manual markers to understand messages in the target language. **ASL2.INT2**
 - INT2A.** Differentiate among statements, questions, and commands (e.g., reciprocal verbs, distributional verbs). **ASL2.INT2A**
 - INT2B.** Comprehend basic non-manual markers (e.g., facial grammar, mouth phonemes/morphemes). **ASL2.INT2B**

- P1.** Students present information using newly acquired vocabulary, phrases, and patterns. [ASL2.P1](#)
 - P1A.** Retell main ideas and essential details from level-appropriate ASL materials (e.g., summarizing signed narratives). [ASL2.P1A](#)
 - P1B.** Give brief, organized signed presentations, using visual and technological support as appropriate. [ASL2.P1B](#)
 - P1C.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills. [ASL2.P1C](#)
- P2.** Students present rehearsed and unrehearsed material in the target language, such as dialogues, skits, and poetry. [ASL2.P2](#)
 - P2A.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials. [ASL2.P2A](#)
 - P2B.** Demonstrate comprehension of material. [ASL2.P2B](#)
- CU1.** Students understand perspectives, practices, and products of the culture where the target language is used and how they are interrelated. [ASL2.CU1](#)
 - CU1A.** Participate in real or simulated cultural events (e.g., sign-only meals and activities). [ASL2.CU1A](#)
 - CU1B.** Identify patterns of behavior typically associated with Deaf culture (e.g., Deaf clubs, Deaf sports). [ASL2.CU1B](#)
 - CU1C.** Examine international Deaf communities (e.g., foreign deaf communities and sign languages, international organizations, Deaf Way, World Federation of the Deaf, and Deaf Olympics). [ASL2.CU1C](#)
- CCC1.** Students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. [ASL2.CCC1](#)
 - CCC1A.** Give examples of historical perspectives of American Sign Language (e.g., French influence on ASL, Milan Conference, A.G. Bell and Thomas Minor Gallaudet, and educational environments). [ASL2.CCC1A](#)
 - CCC1B.** Relate information acquired in other subjects, such as the use of technology. [ASL2.CCC1B](#)
- CCC2.** Students demonstrate an understanding of similarities and differences between the culture studied and the students' own culture(s). [ASL2.CCC2](#)
 - CCC2A.** Compare and contrast social conventions of the target culture with the student(s)' own culture (e.g., family dynamics, deaf child/deaf parents, deaf child/hearing parents). [ASL2.CCC2A](#)
- CCC3.** Students develop a better understanding of the English language through a study of the target language. [ASL2.CCC3](#)
 - CCC3A.** Compare vocabulary usage and structural patterns of the target language with English (e.g., conjugation of verbs and time markers) [ASL2.CCC3A](#)
 - CCC3B.** Use level-appropriate idiomatic expressions and slang in the target language (e.g., "loser", "whatever", train-gone-finish). [ASL2.CCC3B](#)

- CCC4.** Students identify current events of the target culture. **ASL2.CCC4**
- CCC4A.** Give information regarding major current events of the target culture. **ASL2.CCC4A**
 - CCC4B.** Understand the impact of major current events on the target culture. **ASL2.CCC4B**
- CCC5.** Students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. **ASL2.CCC5**
- CCC5A.** Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. **ASL2.CCC5A**
 - CCC5B.** Illustrate how the target language and culture studied are evident in and through the media, entertainment, and technology. **ASL2.CCC5B**
 - CCC5C.** Locate and use resources in the target language, such as individuals and organizations accessible through the community. **ASL2.CCC5C**
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Latin

Latin I (61.041)

- CO1.** The students read passages (edited and/or authentic) appropriate for Latin I. **CLI.C01**
 - CO1A.** Demonstrate knowledge of vocabulary, the basic inflection systems, and syntax appropriate to Latin. **CLI.C01A**
 - CO1B.** Employ techniques to assist in reading comprehension. **CLI.C01B**
 - CO1C.** Demonstrate reading comprehension of simple Latin passages. **CLI.C01C**
 - CO1D.** Draw conclusions and make inferences from selections read. **CLI.C01D**
- CO2.** The students comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding written Latin. **CLI.C02**
 - CO2A.** Comprehend and follow oral and written instructions. **CLI.C02A**
 - CO2B.** Respond to simple questions, statements, commands, or other stimuli. **CLI.C02B**
- CO3.** The students provide accurate, written English translations. **CLI.C03**
 - CO3A.** Select the most appropriate meanings for words based on context. **CLI.C03A**
- CO4.** The students write simple phrases and sentences in Latin as a part of the process for understanding written Latin. **CLI.C04**
 - CO4A.** Observe rules of grammar and syntax appropriate for Latin I. **CLI.C04A**
 - CO4B.** Write from dictation, selections appropriate for Latin I. **CLI.C04B**
- CO5.** The students read Latin passages aloud with proper intonation and rhythm. **CLI.C05**
 - CO5A.** Develop a sense of meaningful phrase grouping with appropriate voice inflection. **CLI.C05A**
 - CO5B.** Recognize and reproduce Latin vowel, consonant, and diphthong sounds. **CLI.C05B**
- CU1.** The students demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture. **CLI.CU1**
 - CU1A.** Demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding celebrations, family and social structures, food and eating habits, living conditions, entertainment practices, and the concept of time. **CLI.CU1A**
 - CU1B.** Recognize elements of Greco-Roman culture in reading selections. **CLI.CU1B**
- CU2.** The students interpret cultural practices of the Romans. **CLI.CU2**
 - CU2A.** Demonstrate an understanding of the role of pater familias, the client/patron relationship, religious practices such as the Vestal Virgins, the importance of proper attire, architectural features, art forms, and facts of ancient history and geography. **CLI.CU2A**

CU2B. Identify figures of early Roman legends and the principal Greek and/or Roman deities and mythological heroes and the stories associated with them as reflections of Roman values. **CLI.CU2B**

CC1. The students reinforce and further the knowledge of other disciplines through the study of Latin. **CLI.CC1**

CC1A. Recognize common Latin roots and prefixes/suffixes and apply this knowledge to English vocabulary skills. **CLI.CC1A**

CC1B. Identify words and terms studied in Latin in other disciplines (science, social science, language arts, math, etc.). **CLI.CC1B**

CC1C. Recognize and use Roman numerals and the vocabulary associated with counting. **CLI.CC1C**

CC1D. Understand some Latin phrases, abbreviations, and mottoes used in English. **CLI.CC1D**

CC1E. Investigate the influence of Latin on various professional fields. **CLI.CC1E**

CC2. The students acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization. **CLI.CC2**

CC2A. Identify similarities and differences in ancient Roman and contemporary culture. **CLI.CC2A**

CC2B. Recognize and compare plots and themes of classical mythology in contemporary literature and art. **CLI.CC2B**

CC2C. Compare the influence of Latin and the Greco-Roman culture on the customs of other cultures. **CLI.CC2C**

Latin II (61.042)

- CO1.** The students read and translate passages (edited and authentic) appropriate for Latin II. **CLII.C01**
 - CO1A.** Demonstrate expanded knowledge of vocabulary, grammar, and syntax appropriate to Latin II. **CLII.C01A**
 - CO1B.** Employ techniques to assist in reading comprehension. **CLII.C01B**
 - CO1C.** Demonstrate reading comprehension of adapted and authentic Latin passages. **CLII.C01C**
 - CO1D.** Draw conclusions and make inferences from reading selections. **CLII.C01D**
- CO2.** The students comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding written Latin. **CLII.C02**
 - CO2A.** Comprehend and follow oral and written instructions. **CLII.C02A**
 - CO2B.** Respond to more complex questions, statements, commands, or other stimuli. **CLII.C02B**
- CO3.** The students write more complex phrases and sentences in Latin as a part of the process for understanding written Latin (using technology where appropriate). **CLII.C03**
 - CO3A.** Observe rules of grammar and syntax appropriate for Latin II. **CLII.C03A**
 - CO3B.** Write from dictation selections appropriate for Latin II. **CLII.C03B**
- CO4.** The students read Latin passages aloud with accurate pronunciation, proper intonation, and rhythm. **CLII.C04**
 - CO4A.** Develop a sense of meaningful phrase grouping with appropriate voice inflection. **CLII.C04A**
 - CO4B.** Acquire fluency in pronouncing Latin. **CLII.C04B**
- CU1.** The students demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture. **CLII.CU1**
 - CU1A.** Demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding Roman political systems and history. **CLII.CU1A**
 - CU1B.** Demonstrate an understanding of the ancient Romans based on reading selections and discussions regarding Roman daily life and culture. **CLII.CU1B**
- CU2.** The students demonstrate an understanding and make critical assessments of the contributions of Roman culture. **CLII.CU2**
 - CU2A.** Locate places of Roman influence throughout Roman territories. **CLII.CU2A**
 - CU2B.** Continue to expand on knowledge of architectural styles, art forms, and artifacts of the Romans. **CLII.CU2B**
 - CU2C.** Increase their knowledge of classical mythology and legends. **CLII.CU2C**

- CC1.** The students reinforce and expand their knowledge of other disciplines and modern day classical influences through the study of Latin. **CLII.CC1**
 - CC1A.** Recognize Latin roots and prefixes/suffixes and apply this knowledge to English vocabulary skills. **CLII.CC1A**
 - CC1B.** Identify words and terms studied in Latin with words in other disciplines. **CLII.CC1B**
 - CC1C.** Understand additional Latin phrases, abbreviations, and mottoes now used in modern cultures. **CLII.CC1C**
 - CC1D.** Recognize Greco-Roman influences on community or state. **CLII.CC1D**
- CC2.** The students acquire information from reading passages and consequently recognize the distinctive viewpoints of Latin and the Greco-Roman civilization. **CLII.CC2**
 - CC2A.** Identify similarities and differences in ancient and contemporary cultures. **CLII.CC2A**
 - CC2B.** Recognize and relate classical influences on modern social and political systems. **CLII.CC2B**
 - CC2C.** Demonstrate the influences of the Latin language and literature on English literature and artistic styles. **CLII.CC2C**