

Indiana World Languages and International Education

East Asian Languages: Advanced

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1C

1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1C.1I

1I. Proficiency Benchmark: Advanced - I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. 1C.1I

AL. Advanced Low (AL) AL

- a** I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. 1C.1I.AL.A
- b** I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. 1C.1I.AL.B
- c** I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames. 1C.1I.AL.C

AM. Advanced Mid (AM) AM

- a** I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames. 1C.1I.AM.A
- b** I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames. 1C.1I.AM.B
- c** I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions. 1C.1I.AM.C

AH. Advanced High (AH) AH

- a** I can discuss and debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations. 1C.1I.AH.A
- b** I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. 1C.1I.AH.B
- c** I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions. 1C.1I.AH.C

2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Advanced - I can understand the message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. 1C.2I

AL. Advanced Low (AL) AL

- a I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. 1C.2I.AL.A
- b I can follow the main story and some supporting detail across major time frames in fictional texts. 1C.2I.AL.B
- c I can understand the main message and some supporting details across major time frames in conversations and discussions. 1C.2I.AL.C

AM. Advanced Mid (AM) AM

- a I can understand the underlying message and most supporting details across major time frames in descriptive informational texts. 1C.2I.AM.A
- b I can follow the main story and most supporting details across major time frames in fictional texts. 1C.2I.AM.B
- c I can understand the main message and most supporting details across major time frames in conversations and discussions. 1C.2I.AM.C

AH. Advanced High (AH) AH

- a I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. 1C.2I.AH.A
- b I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. 1C.2I.AH.B
- c I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions. 1C.2I.AH.C

3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 1C.P

P. Proficiency Benchmark: Advanced - I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. 1C.P

AL. Advanced Low (AL) AL

- a** I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. 1C.P.AL.A
- b** I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames. 1C.P.AL.B
- c** I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. 1C.P.AL.C

AM. Advanced Mid (AM) AM

- a** I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames. 1C.P.AM.A
- b** I can present an argument with supporting evidence based on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs across major time frames. 1C.P.AM.B
- c** I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames. 1C.P.AM.C

AH. Advanced High (AH) AH

- a** I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues. 1C.P.AH.A
 - b** I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically. 1C.P.AH.B
 - c** I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically. 1C.P.AH.C
-

Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners use language to interact with others in and from another culture. 2C.IC

IC. Proficiency Benchmark: Advanced - I can interact at a competent level in familiar and some unfamiliar contexts. 2C.IC

AL. Language (AL) AL

a I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. 2C.IC.AL.A

b I can explain the major differences in thinking patterns between the target and the native languages. 2C.IC.AL.B

AB. Behavior (AB) AB

a I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. 2C.IC.AB.A

2 Relating Cultural Practices and Products to Perspectives (Investigate)- Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures. 2C.CI

CI. Proficiency Benchmark: Advanced - In my own words and other cultures, I can explain some diversity among products and practices and how it relates to perspectives. 2C.CI

A. Advanced A

a In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives. 2C.CI.A.A

b In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives. 2C.CI.A.B

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 3C

1 Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures. 3C.IP

IP. Proficiency Benchmark: Advanced - I can access and evaluate in-depth information and perspectives that are available through the target languages and its cultures. 3C.IP

A. Advanced (A) A

a I can comprehend and evaluate views on complex topics such as social issues, politics, education, agriculture, and technology. 3C.IP.A.A

2 Making Connections - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3C.MC

MC. Proficiency Benchmark: Advanced - I can reinforce and build my critical thinking skills in other disciplines through target language instruction. 3C.MC

A. Advanced (A) A

- a** I can build upon my history knowledge by studying and analyzing the history of the target culture. 3C.MC.A.A
- b** I can read written works in the target language to expand my knowledge of East Asian literature. 3C.MC.A.B
- c** I can expand my knowledge and problem-solving skills in environmental science by studying and analyzing recycling or other environmental topics relevant to the target culture. 3C.MC.A.C

Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own. 4C.CC

CC. Proficiency Benchmark: Advanced - I can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the target language. 4C.CC

A. Advanced (A) A

- a** I can explain the similarities and differences between the recycling programs available in my community and the target culture. 4C.CC.A.A

2 Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own. 4C.LC

LC. Proficiency Benchmark: Advanced - I can explain, provide details about, and give specific examples of differences and similarities between my own language and the target language. 4C.LC

A. Advanced (A) A

- a** I can explain the differences between target and native languages in organizing paragraphs or discourses. 4C.LC.A.A
-

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5C.SG

SG. Proficiency Benchmark: Advanced - I can use the target language both within and beyond the classroom to interact, collaborate, and contribute in my community and the globalized world. 5C.SG

A. Performance Indicators (A) A

a I can collaborate and create projects and presentations with others in the target language for their community. 5C.SG.A.A

b I can demonstrate actions and language that indicate I know the appropriate level of politeness and respect required for the situation. 5C.SG.A.B

2 Lifelong Learning - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5C.LL

Performance Indicators A

a I can reflect on how I interact with the language and culture outside of my language class. 5C.LL.A.A