Grade 5 — Novice High

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized and some original phrases, simple sentences, and questions.

1. I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time.
2. I can interact with others to meet my basic needs related to routine, everyday activities using simple sentences and questions most of the time.
3. I can express, ask about, and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.

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

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized simple sentences in texts that are spoken, written, or signed.

1. I can identify the topic and some isolated facts from simple sentences in informational texts.
2. I can identify the topic and some isolated elements from simple sentences in short fictional texts
3. I can understand familiar questions and statements from simple sentences in conversations.

Presentational Communication: 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.

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I can present information on both very familiar and everyday topics using simple sentences most of the time.

1 I can present personal information about my life and activities, using simple sentences most of the time.

2 I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

3 I can present on familiar and everyday topics, using simple sentences most of the time.

Cultures: Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

In my own and other cultures, I can identify practices to help me understand perspectives.

1 In my own and other cultures, I can identify typical practices related to familiar everyday life.

2 In my own and other cultures, I can demonstrate typical cultural practices related to familiar everyday life.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

In my own and other cultures, I can identify products to help me understand perspectives.

1 In my own and other cultures, I can identify some typical products related to familiar everyday life.

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

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.

I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s).

1 I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

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I can recognize some distinctive viewpoints available only through sources from the target language.

1 I can connect knowledge of structures and practices from my own language(s) and culture(s) to another.

2 I can identify information about the target culture(s) through culturally authentic communication.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

I can recognize a variety of similarities and differences between the target language and my own language.

1 I can make simple comparisons of basic language forms.

2 I can recognize word borrowings and cognates among languages.

3 I can recognize basic idiomatic expressions among languages.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

In my own and other cultures, I can identify products and practices to help me understand perspectives.

1 I can identify products and practices in the target culture.

2 I can compare patterns of behavior.

3 I can recognize stereotypes and/or generalizations in my own and other cultures.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.

1 I can engage with resources to share or interact with the community.

2 I can contribute to the community using cultural or linguistic skills.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community.

1 I can create goals for myself and record and reflect on my progress.