Grades 9-12 — Intermediate High/Advanced Low

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.

Intermediate High

I can participate in spontaneous spoken, written or signed conversations on familiar topics and some concrete topics that I have researched, creating a series of connected sentences, and asking a variety of questions, often across various time frames.

1. I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
2. I can interact with others to meet my needs in a variety of situations - sometimes involving a complication - using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.
3. I can explain preferences, opinions and emotions, and provide advice on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.

Advanced Low

I can maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar and concrete topics using a series of connected sentences.

1. 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.
2. 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.
3. 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.

Skip to main content

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

Intermediate High

I can usually follow the main message and most pieces of information on familiar topics from sentences and series of connected sentences in various time frames within texts that are spoken, written, or signed.

1. I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
2. I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
3. I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Advanced Low

I can understand the main message and some supporting details on familiar and general interest topics across major time frames from complex, organized texts that are spoken, written, or signed.

1. I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.
2. I can follow the main story and some supporting detail across major time frames in fictional texts.
3. I can understand the main message and some supporting details across major time frames in conversations and discussions.

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.

Intermediate High

I can communicate information, make presentations, and express my thoughts about familiar or researched topics, using a few short paragraphs often across various time frames through spoken, written, or signed language.

1. I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
2. I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
3. I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

Skip to main content

Advanced Low

I can deliver presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

1. I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
2. I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
3. I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

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 analyze and explain some diversity among cultural practices and how they relate to perspectives.

1. In my own and other cultures, I can engage in or analyze some authentic cultural practices related to everyday life and personal interests or studies.
2. In my own and other cultures, I can analyze and explain how a variety of practices within familiar and social situations are related to perspectives.
3. In my own and other cultures, I can analyze and explain how cultural practices have changed through historical eras.
4. In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural practices.

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 analyze and explain diversity among cultural products and how they relate to perspectives.

1. In my own and other cultures, I can analyze and explain how a variety of products of public and personal interest are related to perspectives.
2. In my own and other cultures, I can analyze and explain how cultural products have changed through historical eras.
3. In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural products.

Co
wi
an

Skip to main content

aking Connections: Learners build, reinforce, and expand their knowledge of
:her disciplines while using the language to develop critical thinking and to solve
problems creatively.

and diverse perspectives in order to use the language to function in academic and career-related situations	I can use resources in the target language to enhance my knowledge of other MLR content areas and associated culture(s). 1 I can make connections to other content areas by assessing, interpreting, and reviewing information gathered through target language resources.
	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures. I can locate authentic resources and describe ideas about the language and associated culture(s) that are available only through resources in the target language. 1 I can interpret short samples of discourse in the target language that reflect the culture(s) in which the target language is the primary form of communication and make connections to the viewpoints of the culture(s) associated with the target language(s). 2 I can locate selected magazines, newspapers, authentic entertainment media and/or electronic media in the target language and use these media as the basis for describing the viewpoints of the culture(s) associated with the target language(s).
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 use my understanding of language comparisons to enhance my communication in the target language. 1 I can compare a variety of grammatical structures and syntax between languages including how time frames are expressed. 2 I can compare and analyze cognates and idiomatic expressions including their evolutions and origins. 3 I can analyze language comparisons and explain connections and differences between 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.

Skip to main content

In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.

1. In my own and other cultures, I can explain how a variety of products and practices of public and personal interest are related to perspectives.
2. In my own and other cultures, I can explain how group identities have been formed by stereotypes and their role in the past and present treatment of groups and people.
3. In my own and other cultures, I can take the perspectives of those from different cultures to build empathy.
4. In my own and other cultures, I can communicate using culturally appropriate behaviors and make comparisons among them.

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 and collaborate with the community with cultural competence and linguistic skills.

1. I can contribute to resources used in the community.
2. I can contribute to the community using cultural or linguistic skills while demonstrating awareness and understanding of cultural differences and adjusting my behavior accordingly.

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

I can set goals for myself that facilitate my engagement with the community and reflect on my experiences.

1. I can create goals for myself and record and reflect on my progress.
2. I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.