

Superior

Communications

- 1 Interpretive Communication - In narrative, descriptive, persuasive, and hypothetical texts and conversation on a wide variety of complex, hypothetical, and abstract topics, relying upon understanding of precise, sophisticated, and academic language in richly organized, extended, and cohesive texts, students: 1**
 - a Analyze traits of multiple cultures and communities, and how this may influence the author's lens and their own understanding. S.1.A
 - b Evaluate the main message or story, its supporting details, and its underlying, and even subtle features and nuances. S.1.B

- 2 Interpersonal Communication - In conversations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse, in a way that speakers/signers of the language easily understand, students: 2**
 - a Respond to culturally diverse interlocutors, products, practices, and ideas while identifying their own and others' biases and demonstrating empathy and understanding. S.2.A
 - b Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations. S.2.B
 - c Initiate, sustain, and end authentic conversations. S.2.C
 - d Propose and evaluate solutions to complex and/or hypothetical situations. S.2.D
 - e Describe, narrate, and compare with rich, complex details across all major time frames. S.2.E
 - f Negotiate to resolve an unexpected, unfamiliar complication. S.2.F
 - g Discuss, and resolve real-world abstract and complex matters effectively. S.2.G

- 3 Presentational Communication - In presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse, in a way that speakers/signers of the language easily understand, students: 3**
 - a Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of audiences, cultures, communities, and contexts. S.3.A
 - b Impactfully present rich, complex, detailed, organized, and culturally relevant information. S.3.B

- c Deliver a clearly articulated, well-structured, and thoroughly supported argument that challenges previously held conceptions. [S.3.C](#)
- d Describe, narrate, and compare across all time frames with precision of expression in culturally appropriate ways. [S.3.D](#)
- e Construct complex, thorough, reasonable, and well-supported hypotheses to novel situations. [S.3.E](#)

4 Intercultural Communication - In interactions in a variety of general and specialized settings, using precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse, in such a way that speakers/signers of the language easily understand, students: 4

- a Invoke, discuss, and inquire about many distinct products and practices that inform the perspectives of an audience or interlocutor. [S.4.A](#)
- b Adapt their language and behavior when interacting with others from the target-language cultures in social and professional situations. [S.4.B](#)
- c Communicate in a manner that is free of traits of students' personal languages or cultures that would offend or confuse the audience/interlocutor. [S.4.C](#)
- d Demonstrate awareness of cultural diversity and bias. [S.4.D](#)
- e Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues. [S.4.E](#)

Linguistic Cultures

5 Cultures - In a variety of general and specialized settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students: 5

- a Analyze and evaluate variations among products and practices and how they relate to perspectives in multiple cultures and communities. [S.5.A](#)
- b Analyze and evaluate the contributions of various cultural influences in the development of identity. [S.5.B](#)
- c Investigate solutions to intercultural conflicts across generations around the globe. [S.LC.CUL.5.C](#))

6 Comparisons - In a variety of general and specialized settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students: 6

- a Investigate, explain, and reflect on the nature of culture through comparisons of diverse target-language cultures and their own by: [S.6.A](#)
 - 1 Comparing how products, practices, and perspectives reciprocally affect one another over time. [S.6.A.1](#)
 - 2 Taking the perspective of those from different cultures, to build empathy. [S.6.A.2](#)
 - 3 Analyzing the impact of unequal power structures on the development of group identities and cultures. [S.6.A.3](#)

- b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: **S.6.B**
 - 1 Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. **S.6.B.1**
 - 2 Discussing and analyzing the relationship of syntax and meaning. **S.6.B.2**
 - 3 Analyzing and explaining how tone and nuance are expressed. **S.6.B.3**
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Lifelong Learning

7 Connections - In a variety of general and specialized settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students: 7

- a Research, analyze, discuss, and hypothesize areas of specialized professional and academic expertise across content areas. **S.7.A**
 - b Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from target-language cultures. **S.7.B**
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8 Communities - In a variety of general and specialized settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students: 8

- a Apply cultural and linguistic skills to participate in the school, local, and global community by: **S.8.A**
 - 1 Partnering with individuals and organizations to further investigate and enjoy the targetlanguage cultures. **S.8.A.1**
 - 2 Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, and evaluate solutions to complex issues facing the community. **S.8.A.2**
- b Become lifelong learners by: **S.8.B**
 - 1 Using languages for enjoyment and enrichment and creating opportunities to do so. **S.8.B.1**
 - 2 Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. **S.8.B.2**
 - 3 Analyzing educational and career connections and the complexities of bilingualism to develop a personal plan for language acquisition. **S.8.B.3**
 - 4 Identifying challenges and strategies for growth and reflecting upon progress. **S.8.B.4**