

Novice High-Intermediate Mid Level

Adopted 2020

Interpretive Intercultural Communication

INT-C. Identify the topic and basic related information from simple sentences. NH.INT-C

1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NH.INT-C.1
2. Identify and compare familiar or everyday behaviors in native and other cultures. NH.INT-C.2
3. Understand the topic and some isolated facts in: NH.INT-C.3
 - a. Authentic informational texts; NH.INT-C.3.A
 - b. Authentic fictional texts; NH.INT-C.3.B
 - c. Overheard or observed conversations. NH.INT-C.3.C

INT-C. Identify the topic and related information from simple and connected sentences. IL.INT-C

1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures. IL.INT-C.1
2. Identify appropriate and inappropriate everyday behaviors in native and other cultures. IL.INT-C.2
3. Understand the topic and relevant information in: IL.INT-C.3
 - a. Complex authentic informational texts; IL.INT-C.3.A
 - b. Complex authentic fictional texts; IL.INT-C.3.B
 - c. Complex overheard or observed conversations. IL.INT-C.3.C

INT-C. Understand the main idea and key information from connected sentences and short paragraphs. IM.INT-C

1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures. IM.INT-C.1
2. Compare appropriate and inappropriate behaviors in native and other cultures. IM.INT-C.2

3. Understand the main idea and supporting information in: **IM.INT-C.3**
 - a. Complex authentic informational texts; **IM.INT-C.3.A**
 - b. Complex authentic fictional texts; **IM.INT-C.3.B**
 - c. Complex overheard or observed conversations. **IM.INT-C.3.C**
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Interpretive Literacy

INT-LIT. Use literacy skills to comprehend authentic texts that are spoken, written or signed. **NH.INT-LIT**

1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. **NH.INT-LIT.1**
 2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions. **NH.INT-LIT.2**
 3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?" **NH.INT-LIT.3**
 4. Make simple text-to-text connections using information from previous texts. **NH.INT-LIT.4**
 5. Select relevant digital and cultural resources and use appropriately. **NH.INT-LIT.5**
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INT-LIT. Use literacy skills to comprehend authentic texts* that are spoken, written or signed. **IL.INT-LIT**

1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families. **IL.INT-LIT.1**
 2. Use visual, aural and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons. **IL.INT-LIT.2**
 3. Use inferential self-questioning before, during and after engaging with texts, such as "Why did the character do this or what can I conclude about the actions of a character?" **IL.INT-LIT.3**
 4. Make text-to-text connections using information from previous texts. **IL.INT-LIT.4**
 5. Select relevant digital and cultural resources, use appropriately and cite accurately. **IL.INT-LIT.5**
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INT-LIT. Use literacy skills to deepen understanding of authentic texts* that are spoken, written or signed. **IM.INT-LIT**

1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families. **IM.INT-LIT.1**
2. Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations or cause and effect. **IM.INT-LIT.2**

3. Use analytical self-questioning before, during and after engaging with texts, such as "What evidence is provided or what is confusing?" **IM.INT-LIT.3**
 4. Make text-to-world connections using information from previous texts, research and diverse sources. **IM.INT-LIT.4**
 5. Select relevant digital and cultural resources, use appropriately and cite accurately. **IM.INT-LIT.5**
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Interpretive Listening And Viewing

INT-LV. Identify the topic and basic related information from simple sentences. **NH.INT-LV**

1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Video and cell phones, school life, importance of extracurriculars;
NH.INT-LV.1
 2. Identify individual facts from radio or video ads, such as product name, cost and where to buy it. **NH.INT-LV.2**
 3. Identify the topic and simple related information from a cultural documentary or story. **NH.INT-LV.3**
 4. Compare the targeted age group and demographics from publicity for several newly released films. Comprehend Fictional Media or Content **NH.INT-LV.4**
 5. Identify individual events in an episode of a video-streamed series, including characters, setting or theme. **NH.INT-LV.5**
 6. Follow simple steps in an online video to make food or draw an image. **NH.INT-LV.6**
 7. Identify simple information and questions about weekend plans or preferences from a conversation among peers. **NH.INT-LV.7**
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INT-LV. Identify the topic and related information from simple and connected sentences. **IL.INT-LV**

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Professions, work hours, attitudes toward vacation time;TV channels, prime time programming, popularity of various shows. **IL.INT-LV.1**
 - 2. Identify the topic and simple related information from a cultural documentary or story. **IL.INT-LV.2**
 - 3. Compare events in a video series, including connections, sequencing or importance to the story line. **IL.INT-LV.3**
 - 4. Follow multistep instructions to create a craft or take medication. **IL.INT-LV.4**
 - 5. Understand details from a planning session about attire for a dance or a server's questions about someone's dinner order. **IL.INT-LV.5**
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INT-LV. Understand the main idea and key information from connected sentences and short paragraphs. **IM.INT-LV**

1. Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Arts, dancing, ideas of beauty;
 - Literature, cultural events, importance of traditions.
 IM.INT-LV.1
2. Compare the targeted age group and demographics from publicity for several newly released films. IM.INT-LV.2
3. Compare two short literary or fiction films, including characters, authors' points of view, conflicts or tone. IM.INT-LV.3
4. Follow a series of directions to a destination or to build a model from a kit. IM.INT-LV.4
5. Understand storyline and details from friends' conversation about a bad date or questions between team members about a collaborative project. IM.INT-LV.5

Interpretive Reading

INT-R. Identify the topic and basic related information from simple sentences. NH.INT-R

1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Meals, grocery shopping, food trends;
 - Rooms in a house, use of space, size of appliances.
 NH.INT-R.1
2. Identify the topic and a few events in a family story or historical account. NH.INT-R.2
3. Identify some details or actions from a scene in a play, including characters, setting or theme. NH.INT-R.3
4. Follow multiple steps to learn a simple dance or complete a scavenger hunt. NH.INT-R.4
5. Identify simple descriptions in a group text. NH.INT-R.5

INT-R. Identify the topic and related information from simple and connected sentences. IL.INT-R

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Graphic novels, reading, the role of literacy in learning and life;
 - Landmarks, behavior at landmarks, how landmarks represent national identity.
 IL.INT-R.1
2. Identify the position and requirements in a job application. IL.INT-R.2
3. Compare events in two short stories or poems, such as theme, connections, sequencing or importance to story line. IL.INT-R.3
4. Follow multistep directions to create an outfit for a cultural event. IL.INT-R.4
5. Understand the main idea or opinions expressed in a social media thread. IL.INT-R.5

INT-R. Understand the main idea and key information from connected sentences and short paragraphs. IM.INT-R

1. Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Invitations, special occasions, cultural value of celebrations;
 - Ancient architecture, religious ceremonies, impact of mythology.**IM.INT-R.1**
2. Understand the qualifications among job applicants to choose the best fit for a position. **IM.INT-R.2**
3. Compare short literary works from different genres, including plot points, authors' point of view, conflicts or tone. **IM.INT-R.3**
4. Follow a series of directions to arrive at a destination. **IM.INT-R.4**
5. Compare the opinions and perspectives of individuals participating in an online discussion or social media thread. **IM.INT-R.5**

Interpersonal Intercultural Communication

INP-C. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time. NH.INP-C

1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures. **NH.INP-C.1**
2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. **NH.INP-C.2**
3. Request and share information on familiar and everyday topics. **NH.INP-C.3**
4. Interact with others to meet basic needs in familiar and everyday situations **NH.INP-C.4**
5. Express, ask about and react to simple preferences, feelings or opinions on familiar topics. **NH.INP-C.5**

INP-C. Exchange information and ask appropriate follow-up questions using simple created sentences. IL.INP-C

1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures. **IL.INP-C.1**
2. Converse in familiar situations at school, work or play using culturally appropriate learned behaviors and avoiding major social blunders. **IL.INP-C.2**
3. Converse on a variety of familiar topics. **IL.INP-C.3**
4. Interact with others to meet needs in familiar and everyday situations. **IL.INP-C.4**
5. Express, ask about and react with some detail to preferences, feelings or opinions on familiar topics. **IL.INP-C.5**

INP-C. Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences. IM.INP-C

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. **IM.INP-C.1**
2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders. **IM.INP-C.2**
3. Converse on a variety of familiar topics and some concrete researched topics. **IM.INP-C.3**
4. Interact with others to meet needs in a variety of familiar and everyday situations. **IM.INP-C.4**
5. Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics. **IM.INP-C.5**

Interpersonal Literacy

INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively. **NH.INP-LIT**

1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest. **NH.INP-LIT.1**
2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words. **NH.INP-LIT.2**
3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch. **NH.INP-LIT.3**
4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation. **NH.INP-LIT.4**
5. Select and use digital tools and resources appropriately. **NH.INP-LIT.5**

INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively. **IL.INP-LIT**

1. Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest. **IL.INP-LIT.1**
2. Use a variety of simple interjections, rejoinders, interrogatives and transitions. **IL.INP-LIT.2**
3. Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch. **IL.INP-LIT.3**
4. Infer meaning of unfamiliar language from context or topic of conversation. **IL.INP-LIT.4**
5. Select and use appropriate digital tools and resources and cite accurately. **IL.INP-LIT.5**

INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively. **IM.INP-LIT**

1. Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest. **IM.INP-LIT.1**

2. Use some complex interjections, rejoinders, interrogatives and transitions. **IM.INP-LIT.2**
 3. Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch. **IM.INP-LIT.3**
 4. Infer meaning of unfamiliar language from context or topic of conversation **IM.INP-LIT.4**
 5. Select and use appropriate digital tools and resources and cite accurately. **IM.INP-LIT.5**
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Interpersonal Listening And Speaking Or Signing

INP-LSS. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time. **NH.INP-LSS**

1. Exchange simple information about similarities and differences between cultural products and practices to help understand perspectives in native and other cultures, such as:
 - School schedules, course selection, importance of academics;
 - National parks, study of geography, importance of natural resources. **NH.INP-LSS.1**
 - 2. Use foreign currency with an understanding of its conversion value. **NH.INP-LSS.2**
 - 3. Ask and answer simple questions about an infographic on a topic of interest. **NH.INP-LSS.3**
 - 4. Interact with a group of friends to plan deadlines and who will do what for an upcoming event. **NH.INP-LSS.4**
 - 5. Exchange opinions about which photo apps are more useful than others and tell why. **NH.INP-LSS.5**
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INP-LSS. Exchange information and ask appropriate follow-up questions using simple created sentences. **IL.INP-LSS**

1. Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Monuments, traditional events, national identity;
 - Daily routines, leisure activities, value of free time. **IL.INP-LSS.1**
 - 2. Demonstrate culturally appropriate greeting and leave-taking behaviors when visiting a business. **IL.INP-LSS.2**
 - 3. Exchange information with a friend about work schedule and weekend availability. **IL.INP-LSS.3**
 - 4. Interact with a pharmacist to describe a simple ailment and agree upon treatment. **IL.INP-LSS.4**
 - 5. Compare the importance of sports with peers from another culture via video chat. **IL.INP-LSS.5**

INP-LSS. Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences. IM.INP-LSS

1. Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Fashion houses, clothing trends, attitude toward thrift shops;
 - Social media, ways people communicate, technology effects on socializing.IM.INP-LSS.1
 2. Demonstrate respect through culturally appropriate dress and voice volume when visiting historical sites. IM.INP-LSS.2
 3. Make plans with a friend to go to a concert, such as how much to spend on tickets, merchandise for sale, transportation and how to dress. IM.INP-LSS.3
 4. Interact with the waiter to substitute vegan or gluten-free ingredients for menu items. IM.INP-LSS.4
 5. Exchange opinions about movies in cinema club and argue whether the book or movie is better. IM.INP-LSS.5
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**Interpersonal Reading
And Writing**

RW. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time. NL.INT.RW

1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Monuments, monument names, national pride;
 - Cultural landmarks, architecture, landmarks' popularity.NL.INT.RW.1
 2. Use culturally appropriate formatting of contact information when purchasing items or tickets from an online seller. NL.INT.RW.2
 3. Send an electronic invitation to teachers for an upcoming school performance and answer questions they may have. NL.INT.RW.3
 4. Exchange information with your manager at work to request a day off or change your schedule. NL.INT.RW.4
 5. Write to an e-pal to talk about a new favorite singer from another culture. NL.INT.RW.5
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RW. Exchange information and ask appropriate follow-up questions using simple created sentences. IL.INT.RW

1. Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Youth hostels, sightseeing, sense of personal space;
 - Transportation options, how people travel, global exploration.IL.INT.RW.1
2. Use culturally appropriate salutation, titles and signature line in a simple email exchange. IL.INT.RW.2

3. Create a Venn diagram with a peer comparing the way holidays are celebrated in various cultures. [IL.INT.RW.3](#)
4. Work with a peer via an online document to complete an assignment for a specific course. [IL.INT.RW.4](#)
5. Compare the importance of and opportunities for extracurricular activities in various cultures. [IL.INT.RW.5](#)

RW. Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences. [IM.INT.RW](#)

1. Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Reusable bags, recycling, environmental responsibility;
 - Food pyramid, exercise routines, trends in dieting.[IM.INT.RW.1](#)
 2. Use culturally appropriate formatting, salutation, titles and closing in a formal email exchange. [IM.INT.RW.2](#)
 3. Discuss and compare academic testing requirements and purposes in response to a blog post. [IM.INT.RW.3](#)
 4. Email an employer to express interest in a job and ask for more details about desired experience. [IM.INT.RW.4](#)
 5. Exchange personal reactions to a blog post in the comments section and respond to others' comments. [IM.INT.RW.5](#)
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**Presentational
Intercultural
Communication**

P-C. Present information using mostly simple sentences and transitions. [NL.P-C](#)

1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures. [NL.P-C.1](#)
 2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness. [NL.P-C.2](#)
 3. Give simple descriptions of familiar and everyday topics. [NL.P-C.3](#)
 4. Provide details about personal life, interests and activities. [NL.P-C.4](#)
 5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures. [NL.P-C.5](#)
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P-C. Present information using simple sentences and transitions. [IL.P-C](#)

1. Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures. [IL.P-C.1](#)
2. Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures. [IL.P-C.2](#)
3. Inform on, describe and explain familiar and everyday topics. [IL.P-C.3](#)

4. Narrate about personal life, activities, events and experiences. **IL.P-C.4**
 5. Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures. **IL.P-C.5**
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P-C. Present information using organized connected sentences and series of connected sentences. **IM.P-C**

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. **IM.P-C.1**
 2. Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures. **IM.P-C.2**
 3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics. **IM.P-C.3**
 4. Narrate about some past, present or future personal and social events and experiences. **IM.P-C.4**
 5. State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures. **IM.P-C.5**
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Presentational Literacy

P-LIT. Use presentational skills to communicate effectively. **NL.P-LIT**

1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic. **NL.P-LIT.1**
 2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience. **NL.P-LIT.2**
 3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. **NL.P-LIT.3**
 4. Maintain audience interest via details, creativity, emotion, humor, technology or visuals. **NL.P-LIT.4**
 5. Select relevant digital and cultural resources and use appropriately. **NL.P-LIT.5**
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P-LIT. Use presentational skills to communicate effectively. **IL.P-LIT**

1. Use authentic resources, content, structures and syntax that are relevant to the topic. **IL.P-LIT.1**
2. Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience. **IL.P-LIT.2**
3. Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility. **IL.P-LIT.3**
4. Maintain audience interest via description, style, technology or visuals. **IL.P-LIT.4**
5. Select relevant digital and cultural resources, use appropriately and cite accurately. **IL.P-LIT.5**

P-LIT. Use presentational skills to communicate effectively. IM.P-LIT

1. Use authentic resources, content, syntax and concepts that are relevant to the topic. IM.P-LIT.1
2. Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience. IM.P-LIT.2
3. Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility. IM.P-LIT.3
4. Increase audience interest via elaboration, style, technology or visuals. IM.P-LIT.4
5. Select relevant digital and cultural resources, use appropriately and cite accurately. IM.P-LIT.5

**Presentational Speaking
Or Signing**

P-SS. Present information using mostly simple sentences and transitions NL.P-SS

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
School schedules, course selections, importance of academics;Rooms in a house, house design, what makes a house a home. NL.P-SS.1
2. Use culturally appropriate language and learned behaviors. NL.P-SS.2
3. Describe simple daily routines, such as eating lunch in the cafeteria or getting ready for school. NL.P-SS.3
4. Give a friend driving directions from school to a destination. NL.P-SS.4
5. Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions. NL.P-SS.5
6. Recommend places to shop, eat or vacation using simple details. NL.P-SS.6

P-SS. Present information using simple sentences and transitions. IL.P-SS

1. Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as:Museums, works of art, national identity;Minimum wage, work week hours, value of time off. IL.P-SS.1
2. Use culturally appropriate language and learned behaviors. IL.P-SS.2
3. Create a video to introduce a school or program for visiting exchange students. IL.P-SS.3
4. Provide multistep instructions at a health fair to maintain a healthy lifestyle or exercise program. IL.P-SS.4
5. Give details about what happened or will happen during a long weekend. IL.P-SS.5
6. Tell preferred apps for contacting friends, sharing photos or video chats. IL.P-SS.6

P-SS. Present information using organized connected sentences and series of connected sentences. IM.P-SS

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Clothing, personal style, appropriate attire; - 2. Use culturally appropriate language and learned behaviors. IM.P-SS.2
 - 3. Give a presentation on a literary figure or author and his or her contributions to society. IM.P-SS.3
 - 4. Give a peer instructions on how to obtain a driver's permit, prepare a healthy meal or format an outline for a term paper. IM.P-SS.4
 - 5. Make a video or live dramatization of a literary work, creating a surprise ending or changing the author's point of view. IM.P-SS.5
 - 6. Support a personal opinion about school cell phone policy. IM.P-SS.6
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Presentational Writing

P-W. Present information using mostly simple sentences and transitions. NL.P-W

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Monuments, architecture, national pride; - 2. Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event. NL.P-W.2
 - 3. Publish a simple promotional poster or video to advertise a school, literary or musical event. NL.P-W.3
 - 4. Fill in a planner with steps to meet a deadline for a school, work or extracurricular project. NL.P-W.4
 - 5. Compare soccer fans to rugby or football fans in an article for the school newspaper NL.P-W.5
 - 6. Make a top five list of music streaming platforms, listing pros and cons for each. NL.P-W.6
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P-W. Present information using simple sentences and transitions. IL.P-W

1. Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: - 2. Use culturally appropriate salutation, titles and signature line in a simple email or letter. IL.P-W.2
- 3. Create a brochure or flyer on local attractions for prospective students or community members. IL.P-W.3
- 4. Give a friend directions for using various public transportation options to meet at a desired destination. IL.P-W.4

5. Create a trip review for an ecotourism website on traveling abroad in an environmentally friendly manner **IL.P-W.5**
6. Write a book review, including specific details to encourage or discourage reading this book. **IL.P-W.6**

P-W. Present information using organized connected sentences and series of connected sentences. IM.P-W

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
 - Reusable bags, recycling, environmental responsibility;
 - Food pyramid, exercise frequency, trends in dieting.**IM.P-W.1**
2. Use culturally appropriate formatting, salutation, titles and closing in a formal email or letter. **IM.P-W.2**
3. Write a blog entry summarizing an interview with a personal role model or a review of a book. **IM.P-W.3**
4. Create an infographic with step-by-step recipes for traditional desserts the international club will sell at a festival. **IM.P-W.4**
5. Write an essay about an impactful childhood experience for a semester abroad application. **IM.P-W.5**
6. Prepare speaking points for participation in a debate about the value of cell phones in class. **IM.P-W.6**

Classical Languages

1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Tombstones, political graffiti, mile markers;
 - Use and importance of Roman baths;
 - Influence of legendary and historical figures and events;
 - Views of non-Romans or non-Greeks.**NL.CL.1**
2. Identify the topic or basic facts or details from tombstones, mile markers, political graffiti or excerpts from texts or letters. **NL.CL.2**
3. Identify the topic and a few details about events or people in history or literature. **NL.CL.3**
4. Use knowledge of structures and syntax to deepen understanding. **NL.CL.4**
5. Create a Venn diagram with a peer comparing Roman and U.S. houses. **NL.CL.5**
6. Create a simple cultural skit or reenactment with a peer. **NL.CL.6**
7. Create simple cultural products, such as tombstones or political graffiti. **NL.CL.7**
8. Recreate a scene from a myth or historical event. **NL.CL.8**
1. Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as:

Chariot races;Gladiator fights;Artifacts and art forms;
Elements of identity;Simple poetry;Short historical or
literary texts;History and memory. IL.CL.1

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2. Compare events in two short stories or poems, such as theme, sequencing or importance to story line. IL.CL.2
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3. Compare symbolism in poems or short literary works. IL.CL.3
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4. Use knowledge of structures and syntax to deepen understanding. IL.CL.4
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5. Exchange information with a classmate about homework he or she missed. IL.CL.5
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6. Exchange opinions about importance of typical events in Roman culture. IL.CL.6
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7. Diagram the role of geography and the military in the development of the Roman world. IL.CL.7
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1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:Epigrams or meditations in texts;Historic events;Work skills or trading practices;Elements of luxury vs. a simple life;Multicultural aspects of the Roman world;Leadership. IM.CL.1
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2. Compare literary texts such as epigrams, meditations or myths, using author's point of view, conflicts or tone. IM.CL.2
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3. Understand the main idea of written exchanges between historical figures. IM.CL.3
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4. Use knowledge of structures and syntax to deepen understanding. IM.CL.4
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5. Rephrase elements of texts to discuss and compare aspects of Roman culture, such as daily or social life, with those of other cultures. IM.CL.5
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6. Explain the effect of Roman or Greek political and social systems on private and public life. IM.CL.6

American Sign Languages

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1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as:Regional differences in languages;Storytelling traditions;Use of technology to communicate. NL.ASL.1
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2. Recognize the difference between a question and statement about age, activities or family. NL.ASL.2
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3. Follow a simple math problem with figures. NL.ASL.3
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4. Understand a simple transaction between a customer and clerk. NL.ASL.4

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- 5. Ask and answer simple questions about dates, times, places and events on posters or tickets.** NL.ASL.5
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- 6. Ask for and give simple directions to a location.** NL.ASL.6
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- 7. Make plans with a peer about where to go and when to meet. Give biographical facts about others.** NL.ASL.7
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- 8. Express how to prepare a food or follow a simple routine.** NL.ASL.8
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- 9. Give simple facts or details about a landmark or place visited.** NL.ASL.9
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- 1. Make simple comparisons between everyday cultural products and practices to help understand perspectives in native and Deaf cultures, such as:**
 - Movie clips and documentaries;
 - Educational options;
 - Popular entertainment options.IL.ASL.1
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- 2. Compare events in two short stories or poems by Deaf authors, such as theme, sequencing or importance to story line.** IL.ASL.2
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- 3. Identify the topic and simple information from a documentary on Deaf history.** IL.ASL.3
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- 4. Exchange information with a classmate about homework he or she missed.** IL.ASL.4
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- 5. Exchange opinions about the importance of typical events in Deaf culture and what is needed to participate fully in these events.** IL.ASL.5
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- 6. Participate in a performance of a skit or play.** IL.ASL.6
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- 7. Provide information on volunteer opportunities within the Deaf community** IL.ASL.7
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- 1. Compare everyday cultural products, practices and perspectives in native and Deaf cultures, such as:**
 - How people socialize;
 - Characteristics of social norms;
 - Stereotypes or exaggerated views of people or groups.IM.ASL.1
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- 2. Compare fictional or non-fictional texts, such as biographies, stories or documentaries.** IM.ASL.2
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- 3. Compare the roles of family members who are deaf and those who are hearing.** IM.ASL.3
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- 4. Discuss and compare news and vlogs related to Deaf life and perspectives.** IM.ASL.4
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- 5. Interact with members of the Deaf community about contemporary issues related to Deaf life.** IM.ASL.5

6. Summarize a current event that impacts the Deaf community. IM.ASL.6

7. Summarize personal takeaways from research on topics such as deaf athletes, historical figures or technology advances IM.ASL.7