Grades 9-12: All Courses

Adopted 2014

Discovering Languages and Cultures

1. **The student demonstrates an understanding of the elements of language(s). The student is expected to:** WL.1
   - A. engage in different types of language learning activities; WL.1.A
   - B. compare and contrast aspects of other languages to English and the student's native language; and WL.1.B
   - C. apply basic communication skills in the target language(s), including listening, speaking, reading, and writing. WL.1.C
2. **The student demonstrates an understanding of cultures. The student is expected to:** WL.2
   - A. identify and describe cultural practices in selected regions or countries; WL.2.A
   - B. recognize the cultural products such as art, music, food, clothing, or other culturally related examples in selected regions or countries; and WL.2.B
   - C. compare and contrast aspects of other cultures to the student's own culture. WL.2.C
3. **The student develops effective language study skills. The student is expected to:** WL.3
   - A. engage in a variety of language learning strategies such as identifying cognates and recognizing word origins; and WL.3.A
   - B. demonstrate an awareness of language patterns such as word/character order, grammatical structures, and symbols. WL.3.B

Special Topics in Language and Culture

1. **Communication. The student communicates an understanding of the elements of languages. The student is expected to:** LC.1
   - A. introduce self and others using basic, culturally-appropriate greetings; LC.1.A
   - B. ask simple questions and provide simple responses related to personal preferences; and LC.1.B
   - C. exchange essential information about self, family, and familiar topics. LC.1.C
2. **Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:** LC.2
   - A. identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations; LC.2.A

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B. examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes; and LC.2.B

C. describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance. LC.2.C

3. **Connections. The student describes connections between world languages and other disciplines. The student is expected to:** LC.3

A. use authentic materials such as maps, graphs, graphic organizers, and other print and visual materials or literature to reinforce comprehension and expression of basic vocabulary in the target language; and LC.3.A

B. research and present information on historical and contemporary cultural influences. LC.3.B

4. **Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:** LC.4

A. compare and contrast selected cultural practices and perspectives such as traditions, daily life, and celebrations to student's own culture; LC.4.A

B. give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are alike and different; and LC.4.B

C. demonstrate how media such as television, Internet, newspapers, and advertisements represent selected cultural similarities and differences. LC.4.C

5. **Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:** LC.5

A. participate in cultural events in local, global, or online communities and discuss experiences and perspectives gained; LC.5.A

B. research careers in which cross-cultural awareness or LOTE language skills are needed; and LC.5.B

C. describe how cultural awareness impacts personal growth. LC.5.C

American Sign Language, Level I

1. **Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** AI.1

A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information; AI.1.A

B. demonstrate an understanding of basic ASL such as simple stories, everyday commands, and brief instructions when dealing with familiar topics; AI.1.B

C. convey information in ASL using familiar words, concepts, classifiers, phrases, and sentences to others without voice; AI.1.C

D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and AI.1.D

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E. be exposed to and experience ASL literature such as handshape stories that follows traditional cultural features. AI.1.E

2. **Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** AI.2

   A. recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; AI.2.A

   B. show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; AI.2.B

   C. show evidence of appreciation of the contributions by the Deaf and how they are applied to the perspectives of American Deaf culture such as historical, geographical, political, artistic, and scientific avenues; and AI.2.C

   D. demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture. AI.2.D

3. **Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** AI.3

   A. use resources and digital technology to gain access to information about ASL and Deaf culture; and AI.3.A

   B. use ASL to obtain, reinforce, or expand knowledge of other subject areas. AI.3.B

4. **Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:** AI.4

   A. demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; AI.4.A

   B. demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and AI.4.B

   C. demonstrate an understanding of how one language and culture can influence another. AI.4.C

5. **Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:** AI.5

   A. apply ASL at the novice proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; AI.5.A

   B. be aware of methods of technology to communicate with the Deaf/ASL community; and AI.5.B

   C. show evidence of becoming a lifelong learner by using ASL at the novice proficiency level for personal enrichment and/or career development. AI.5.C

American Sign La

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1. **Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** AII.1

   A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information; AII.1.A

B. demonstrate an understanding of ASL such as stories, everyday commands, and instructions when dealing with familiar topics; AII.1.B

C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice; AII.1.C

D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics; and AII.1.D

E. create and express ASL literature, including handshape stories, that follows traditional cultural features. AII.1.E

2. **Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** AII.2

A. recognize and use Deaf cultural norms to demonstrate, in writing or ASL, an understanding of the perspectives of American Deaf culture; AII.2.A

B. show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; AII.2.B

C. show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and AII.2.C

D. demonstrate an understanding of Deaf history and how it applies to the perspectives of American Deaf culture. AII.2.D

3. **Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** AII.3

A. use resources and digital technology to gain access to information about ASL and Deaf culture; and AII.3.A

B. use ASL to obtain, reinforce, or expand knowledge of other subject areas. AII.3.B

4. **Comparisons. The student develops or expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:** AII.4

A. demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; AII.4.A

B. demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and AII.4.B

C. demonstrate an understanding of how one language and culture can influence another. AII.4.C

5. **Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:** AII.5

A. apply ASL at the novice-to-intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; AII.5.A

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B. use technology to communicate with the Deaf/ASL community; and AII.5.B

C. show evidence of becoming a lifelong learner by using ASL at the novice-to-intermediate proficiency level for personal enrichment and career development. AII.5.C

American Sign Language, Level III

1. **Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** AIII.1
   - A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level; AIII.1.A
   - B. demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics; AIII.1.B
   - C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level; AIII.1.C
   - D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level; and AIII.1.D
   - E. create and express ASL literature, including handshape stories, that follows traditional cultural features. AIII.1.E
2. **Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** AIII.2
   - A. apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; AIII.2.A
   - B. apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; AIII.2.B
   - C. apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and AIII.2.C
   - D. demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. AIII.2.D
3. **Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** AIII.3
   - A. use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; and AIII.3.A
   - B. apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas. AIII.3.B
4. **Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:** AIII.4
   - A. apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; AIII.4.A

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B. apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and AIII.4.B

C. apply ASL at the intermediate proficiency level to demonstrate an understanding of how one language and culture can influence another. AIII.4.C

5. **Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:** AIII.5

A. apply ASL at the intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; AIII.5.A

B. use technology to communicate with the Deaf/ASL community; and AIII.5.B

C. show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment and career development. AIII.5.C

American Sign Language, Level IV

1. **Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** AIV.1

A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate-to-advanced proficiency level; AIV.1.A

B. demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; AIV.1.B

C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate-to-advanced proficiency level; AIV.1.C

D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate-to-advanced proficiency level; and AIV.1.D

E. create and express ASL literature, including handshape stories, that follows traditional cultural features. AIV.1.E

2. **Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** AIV.2

A. apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; AIV.2.A

B. apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; AIV.2.B

C. apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and AIV.2.C

D. demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. AIV.2.D

3. **Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** AIV.3

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A. use resources and digital technology to gain access to extensive information on ASL and Deaf culture; and AIV.3.A

B. apply ASL at the intermediate-to-advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas. AIV.3.B

4. **Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:** AIV.4

   A. apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; AIV.4.A

   B. apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and AIV.4.B

   C. apply ASL at the intermediate-to-advanced proficiency level to demonstrate an understanding of how one language and culture can influence another. AIV.4.C

5. **Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:** AIV.5

   A. apply ASL at the intermediate-to-advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; AIV.5.A

   B. use technology to communicate with the Deaf/ASL community; and AIV.5.B

   C. show evidence of becoming a lifelong learner by using ASL at the intermediate-to-advanced proficiency level for personal enrichment and career development. AIV.5.C

American Sign Language, Advanced Independent Study

1. **Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** AA.1

   A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an advanced proficiency level; AA.1.A

   B. demonstrate an in-depth understanding of ASL such as stories, commands, and instructions when dealing with familiar and unfamiliar topics; AA.1.B

   C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the advanced proficiency level; AA.1.C

   D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the advanced proficiency level; and AA.1.D

   E. create and express ASL literature, including handshape stories, that follows traditional cultural features. AA.1.E

2. **Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** AA.2

   A. apply ASL to recognize and use Deaf cultural norms to demonstrate an in-depth understanding of the perspectives of American Deaf culture; AA.2.A

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B. apply ASL to show evidence of an in-depth appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; AA.2.B

C. apply ASL to show evidence of an in-depth appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and AA.2.C

D. demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. AA.2.D

3. **Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** AA.3

A. use resources and digital technology to gain access to extensive information about ASL and Deaf culture; and AA.3.A

B. apply ASL at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas. AA.3.B

4. **Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to:** AA.4

A. apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; AA.4.A

B. apply ASL at the advanced proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and AA.4.B

C. apply ASL at the advanced proficiency level to demonstrate an understanding of how one language and culture can influence another. AA.4.C

5. **Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to:** AA.5

A. apply ASL at the advanced proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; AA.5.A

B. use technology to communicate with the Deaf/ASL community; and AA.5.B

C. show evidence of becoming a lifelong learner by using ASL at the advanced proficiency level for personal enrichment and career development. AA.5.C

Level I, Novice Mid to Novice High Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LI.1

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A. ask and respond to questions about everyday life in spoken and written conversation; LI.1.A

B. express and exchange personal opinions or preferences in spoken and written conversation; LI.1.B

C. ask and tell others what they need to, should, or must do in spoken and written conversation; LI.1.C

D. articulate requests, offer alternatives, or develop simple plans in spoken and written conversation; LI.1.D

E. participate in spoken conversation using culturally appropriate expressions, register, and gestures; and LI.1.E

F. participate in written conversation using culturally appropriate expressions, register, and style. LI.1.F

2. **Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** LI.2

A. demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; LI.2.A

B. identify key words and details from fiction and nonfiction texts and audio and audiovisual materials; LI.2.B

C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and LI.2.C

D. identify cultural practices from authentic print, digital, audio, and audiovisual materials. LI.2.D

3. **Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LI.3

A. state and support an opinion or preference orally and in writing; and LI.3.A

B. describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. LI.3.B

Level II, Novice High to Intermediate Low Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LII.1

A. ask and respond to questions about everyday life with simple elaboration in spoken and written conversation; LII.1.A

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B. express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation; LII.1.B

C. ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation; LII.1.C

D. articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation; LII.1.D

E. interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and LII.1.E

F. interact and react in writing using culturally appropriate expressions, register, and style. LII.1.F

2. **Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** LII.2

A. demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts; LII.2.A

B. identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; LII.2.B

C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and LII.2.C

D. identify cultural practices from authentic print, digital, audio, and audiovisual materials. LII.2.D

3. **Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LII.3

A. express and support an opinion or preference orally and in writing with supporting statements; and LII.3.A

B. describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. LII.3.B

Level III, Intermediate Low to Intermediate Mid Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LIII.1

A. ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation; LIII.1.A

B. express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation; LIII.1.B

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C. ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation; LIII.1.C

D. articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation; LIII.1.D

E. interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and LIII.1.E

F. interact and react in writing using culturally appropriate expressions, register, and style. LIII.1.F

2. **Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** LIII.2

A. demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts; LIII.2.A

B. paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; LIII.2.B

C. infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and LIII.2.C

D. compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. LIII.2.D

3. **Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LIII.3

A. express and defend an opinion or preference orally and in writing with supporting statements and with recommendations; LIII.3.A

B. narrate situations and events orally and in writing using connected sentences with details and elaboration; and LIII.3.B

C. inform others orally and in writing about a variety of topics using connected sentences with details and elaboration. LIII.3.C

Level IV, Intermediate Mid to Intermediate High Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LIV.1

A. ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation; LIV.1.A

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B. ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; LIV.1.B

C. express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; LIV.1.C

D. ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation; LIV.1.D

E. articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; LIV.1.E

F. interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and LIV.1.F

G. interact and react in writing using culturally appropriate expressions, register, and style. LIV.1.G

2. **Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** LIV.2

A. analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts; LIV.2.A

B. paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; LIV.2.B

C. infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and LIV.2.C

D. compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. LIV.2.D

3. **Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** LIV.3

A. express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations; LIV.3.A

B. narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and LIV.3.B

C. inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration. LIV.3.C

Level V, Intermediate High to Advanced Mid Pr

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1. **Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:** LV.1

A. engage in conversations with generally consistent use of register in all time frames; LV.1.A

B. verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; LV.1.B

C. write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature; and LV.1.C

D. produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. LV.1.D

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2. **Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:** LV.2

   A. read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; LV.2.A

   B. compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources; LV.2.B

   C. listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and LV.2.C

   D. compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources. LV.2.D

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3. **Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:** LV.3

   A. plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and LV.3.A

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B. plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. LV.3.B

Level VI, Advanced Mid to Advanced High Proficiency

1. **Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:** LVI.1

   A. engage in conversations with mostly consistent use of register in all time frames; LVI.1.A

   B. verbally exchange information with mostly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; LVI.1.B

   C. write with mostly consistent use of register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and LVI.1.C

   D. produce, with mostly consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. LVI.1.D

2. **Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:** LVI.2

   A. read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; LVI.2.A

   B. compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources; LVI.2.B

   C. listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and LVI.2.C

   D. compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources. LVI.2.D

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3. **Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the**

target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to: LVI.3

A. plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and LVI.3.A

B. plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. LVI.3.B

Level VII, Advanced High to Superior Proficiency

1. **Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:** LVII.1

   A. engage in conversations with consistent use of register in all time frames; LVII.1.A

   B. verbally exchange information with consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; LVII.1.B

   C. write with consistent use of register in all time frames and with elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and LVII.1.C

   D. produce, with consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. LVII.1.D

2. **Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:** LVII.2

   A. read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; LVII.2.A

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B. compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources; LVII.2.B

C. listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and LVII.2.C

D. compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources. LVII.2.D

3. **Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:** LVII.3

A. plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and LVII.3.A

B. plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. LVII.3.B

Seminar in Languages Other Than English, Advanced

1. **The student inquires through assigned topics and research in the target language. The student is expected to:** SL.1

A. generate relevant and researchable questions with instructor guidance and approval; SL.1.A

B. communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives; SL.1.B

C. comprehend language from within the cultural framework, including the use of nuance and subtlety; SL.1.C

D. produce formal and informal correspondence on a variety of social, academic, or professional topics; SL.1.D

E. produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics; and SL.1.E

F. pose relevant questions from the research findings or conclusions for further study. SL.1.F

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2. **The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:** SL.2

   A. collect a variety of visual images such as photographs, paintings, political cartoons, and other media; SL.2.A

   B. compile written ideas and representations; SL.2.B

   C. interpret information and draw conclusions from a wide range of sources; SL.2.C

   D. identify bias in written, oral, and visual material; SL.2.D

   E. use writing and speaking skills for reflection and exploration; SL.2.E

   F. cite sources appropriately; and SL.2.F

   G. present a portfolio. SL.2.G

Classical Languages, Level I, Novice Low to Intermediate Low Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CI.1

   A. ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and CI.1.A

   B. articulate memorized requests, greetings, and introductions in spoken or written conversation. CI.1.B

2. **Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** CI.2

   A. demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts; CI.2.A

   B. identify key words and details from fiction or nonfiction texts or audio or audiovisual materials; CI.2.B

   C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and CI.2.C

   D. identify cultural practices from authentic print, digital, audio, or audiovisual materials. CI.2.D

3. **Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CI.3

Skip to main content

A. express an opinion or preference orally or in writing; and CI.3.A

B. describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences. CI.3.B

Classical Languages, Level II, Novice Mid to Intermediate Mid Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CII.1

   A. ask and respond to questions with simple elaboration in spoken or written conversation; CII.1.A

   B. express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and CII.1.B

   C. ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood. CII.1.C

2. **Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally relevant print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** CII.2

   A. demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts; CII.2.A

   B. identify the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; CII.2.B

   C. infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and CII.2.C

   D. identify cultural practices from relevant print, digital, audio, or audiovisual materials. CII.2.D

3. **Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CII.3

   A. express and support an opinion or preference orally or in writing; and CII.3.A

   B. describe people, objects, or situations orally or in writing with essential details. CII.3.B

Classical Languages, Level III, Novice Mid to Advanced Pr

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1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences**

with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: CIII.1

A. ask and respond to questions with simple elaboration in spoken or written conversation; CIII.1.A

B. express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and CIII.1.B

C. ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood. CIII.1.C

2. **Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** CIII.2

A. demonstrate an understanding of culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; CIII.2.A

B. paraphrase the main idea, theme, and supporting details from fiction or nonfiction texts or audio or audiovisual materials; CIII.2.B

C. analyze authentic literature with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics; CIII.2.C

D. infer meaning of unfamiliar words or phrases in contextualized texts, audio, or audiovisual materials; and CIII.2.D

E. compare and contrast cultural practices from authentic print, digital, audio, or audiovisual materials. CIII.2.E

3. **Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CIII.3

A. cite the justification for an opinion or preference orally or in writing using textual evidence; and CIII.3.A

B. read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection. CIII.3.B

Classical Languages, Level IV, Novice Mid to Advanced Mid Proficiency

1. **Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CIV.1

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A. ask and respond to questions with simple elaboration in spoken or written conversation; CIV.1.A

B. express and exchange personal opinions or preferences, in spoken or written conversation, using constructions such as impersonal verbs; and CIV.1.B

C. ask and tell others what they need to, should, and must do in spoken or written conversation using constructions such as the imperative mood, impersonal verbs, or the subjunctive mood. CIV.1.C

2. **Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, or audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:** CIV.2

A. analyze culturally authentic print, digital, audio, or audiovisual materials in a variety of contexts; CIV.2.A

B. paraphrase and analyze the main idea, theme, and supporting details from fiction or nonfiction texts, prepared or unprepared, or from audio or audiovisual materials; CIV.2.B

C. analyze authentic literature in depth with respect to topics such as elements of genre, literary devices, audience, or metrics; CIV.2.C

D. infer meaning of unfamiliar words or phrases in texts, audio, or audiovisual materials; and CIV.2.D

E. compare and contrast cultural practices and perspectives from authentic print, digital, audio, or audiovisual materials. CIV.2.E

3. **Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:** CIV.3

A. cite the justification for an opinion or an argument orally or in writing utilizing textual evidence; and CIV.3.A

B. read prose or poetry aloud with attention to features such as metrical structure, meaningful phrase grouping, and appropriate voice inflection. CIV.3.B

Classical Languages, Levels V-VII, Novice High to Superior Low Proficiency

1. **Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:** CL.1

A. engage in simple exchanges with generally consistent use of syntax in any time frame and respond appropriately to questions, statements, commands, or other stimuli such as pictures, gestures, or the surrounding environment; and CL.1.A

B. produce written exchanges at the appropriate proficiency level that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities. CL.1.B

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2. **Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:** CL.2

   A. analyze information from a variety of prepared or unprepared authentic texts in various literary genres and relevant print, electronic, audio, or audiovisual resources that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; CL.2.A

   B. compare, contrast, and analyze cultural practices and perspectives from authentic texts or relevant print, electronic, audio, or audiovisual resources; and CL.2.B

   C. analyze authentic literature in depth with respect to stylistic topics such as elements of genre, literary devices, audience, or metrics. CL.2.C

3. **Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student is expected to:** CL.3

   A. cite the justification for an opinion or an argument orally or in writing using textual evidence to explain, express opinions, describe, or narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities; and CL.3.A

   B. read prose or poetry aloud with attention to features of declamation such as metrical structure, meaningful phrase grouping, and appropriate voice inflection and gestures CL.3.B

Seminar in Classical Languages, Advanced

1. **The student inquires through assigned topics and research in or about the target language. The student is expected to:** SC.1

   A. generate relevant and researchable questions with instructor guidance and approval; SC.1.A

   B. communicate with clarity in order to participate fully and effectively in conversations on a variety of topics from multiple perspectives in formal and informal settings; SC.1.B

   C. comprehend language from within the cultural framework or genre, including the use of nuance and subtlety; SC.1.C

   D. produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics; and SC.1.D

   E. pose relevant questions from the research findings or conclusions for further study. SC.1.E

Skip to main content

2. **The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:** SC.2

   A. collect a variety of visual images such as photographs of mosaics, frescoes, graffiti, coins, statues, architecture, reliefs, and other media; SC.2.A

   B. compile written ideas and representations; SC.2.B

   C. interpret information and draw conclusions from a wide range of sources; SC.2.C

   D. identify bias in written, oral, or visual material; SC.2.D

   E. use writing or speaking skills for reflection and exploration; SC.2.E

   F. cite sources appropriately; and SC.2.F

   G. present a portfolio. SC.2.G