

Classical-Modern Languages: Advanced

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1C

1 Interpersonal: Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions. 1C.1I

1I. Proficiency Benchmark: Advanced - I can maintain spontaneous spoken, written, or gestured conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions. 1C.1I

AL. Advanced Low (AL) AL

a I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs or discourse across major time frames and moods. 1C.1I.AL.A

Advanced Mid (AM)

a I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across time frames. 1C.1I.AM.A

AH. Advanced High (AH) AH

a I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social, and professional topics and often deal with related issues hypothetically, using precise questions and explanations. 1C.1I.AH.A

2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Advanced - I can understand the message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized spoken or written texts. 1C.2I

AL. Advanced Low (AL) AL

- a In both informational and fictional written texts, I can identify the underlying message and supporting details across time frames and moods. 1C.2I.AL.A
- b In conversations and discussions, I can understand the main message and supporting details across time frames and moods. 1C.2I.AL.B

AM. Advanced Mid (AM) AM

- a In both informational and fictional written texts, I can understand the underlying message and most supporting details across time frames and moods. 1C.2I.AM.A
- b I can understand the main message and most supporting details across time frames and moods in conversations and discussions. 1C.2I.AM.B

AH. Advanced High (AH) AH

- a In both informational and fictional written texts, I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics and follow the flow of ideas and some nuances with different viewpoints in most fictional texts. 1C.2I.AH.A
- b I can follow the flow of ideas and nuances from different viewpoints in conversations and discussions. 1C.2I.AH.B

3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers. 1C.P

P. Proficiency Benchmark: Advanced - I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or gestured language. 1C.P

AL. Advanced Low (AL) AL

- a** I can tell stories and present information about personal experiences framed by my school, my community, and global events, using paragraphs or dialogue across time frames and moods. 1C.P.AL.A

AM. Advanced Mid (AM) AM

- a** I can tell stories and present information based on concrete experiences on academic, social, and professional topics of interest, using organized paragraphs and dialogue across time frames and moods. 1C.P.AM.A

AH. Advanced High (AH) AH

- a** I can give complex detailed narrations and information beyond the concrete, often addressing abstract experiences or hypothetical issues. 1C.P.AH.A

Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners use language to interact with others in and from another culture. 2C.IC

IC. Proficiency Benchmark: Advanced - I can interact at a competent level in familiar and some unfamiliar contexts. 2C.IC

AL. Language (AL) AL

- a** I can converse comfortably and respectfully with others from the target culture in familiar and some unfamiliar situations and show an understanding of cultural differences. 2C.IC.AL.A

AB. Behavior (AB) AB

- a** I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. 2C.IC.AB.A

2 Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures. 2C.CI

CI. Proficiency Benchmark: Advanced - I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own. 2C.CI

A. Advanced (A) A

- a In my own and other cultures, I can reflect on how a variety of products of public and personal interest are related to perspectives. 2C.CI.A.A
 - b In my own and other cultures, I can reflect on how a variety of practices within familiar and social situations are related to perspectives. 2C.CI.A.B
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Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 3C

1 Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures. 3C.IP

A I can independently access and evaluate in-depth information and perspectives that are available through the target languages and its cultures. 3C.IP.A

2 Making Connections - Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively 3C.MC

A I can think critically and creatively solve problems across disciplines using the target language. 3C.MC.A

Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own. 4C.CC

A I can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the target language. 4C.CC.A

2 Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own. 4C.LC

A I can explain, provide details, and give specific examples of differences and similarities between my own language and the target language. 4C.LC.A

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5C.SG

A I can use the target language both within and beyond the classroom to interact, collaborate, and contribute in my community and the globalized world. 5C.SG.A

2 Lifelong Learning - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5C.LL

A I can reflect on how I interact with the language and culture outside of my language class. 5C.LL.A