

Advanced Low

Communication

- 1 Interpretive Communication - In narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, social, or academic interest, relying upon understanding of cohesive, organized paragraphs containing multiple time frames, students: 1**
 - a Analyze traits of multiple cultures and communities, and how this may influence the author's interpretive lens. [AL.1.A](#)
 - b Analyze the main and underlying message or story line and some supporting details. [AL.1.B](#)

- 2 Interpersonal Communication - In conversations on a variety of concrete, topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the language understand, students: 2**
 - a Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. [AL.2.A](#)
 - b Understand, answer, and ask a wide variety of questions across all major time frames. [AL.2.B](#)
 - c Initiate, sustain, and end authentic conversations. [AL.2.C](#)
 - d Provide advice or propose solutions to individual or societal issues. [AL.2.D](#)
 - e Describe, narrate, and compare across all major time frames. [AL.2.E](#)
 - f Interact and negotiate to resolve an unexpected complication. [AL.2.F](#)

- 3 Presentational Communication - In presentations on a variety of concrete, topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the language understand, students: 3**
 - a Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. [AL.3.A](#)
 - b Present detailed and organized information, raise awareness, and question assumptions. [AL.3.B](#)
 - c Apply relevant resources to examine and defend a viewpoint. [AL.3.C](#)
 - d Describe, narrate, and compare across all major time frames. [AL.3.D](#)

4 Intercultural Communication - In interactions in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the language understand, students: 4

- a Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. [AL.4.A](#)
- b Adapt language and behavior to communicate appropriately in most formal and informal settings. [AL.4.B](#)
- c Communicate in a manner that is clear and inoffensive to the audience/interlocutor. [AL.4.C](#)
- d Demonstrate awareness of cultural diversity and bias. [AL.4.D](#)

Linguistic Cultures

5 Cultures - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: 5

- a Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities using the target language. [AL.5.A](#)
- b Analyze and explain the varied elements that contribute to their own identities and the role cultures play in developing those identities. [AL.5.B](#)
- c Analyze and explain manifestations of intercultural harmony and/or conflict over time. [AL.5.C](#)

6 Comparisons - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: 6

- a Investigate, explain, and reflect on the nature of culture through comparisons of the diverse targetlanguage cultures studied and their own by: [AL.6.A](#)
 - 1 Comparing how products, practices, and perspectives reciprocally affect one another over time. [AL.6.A.1](#)
 - 2 Taking the perspective of those from different cultures, to build empathy. [AL.6.A.2](#)
 - b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: [AL.6.B](#)
 - 1 Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. [AL.6.B.1](#)
 - 2 Comparing language forms. [AL.6.B.2](#)
 - 3 Analyzing and explaining how time frames are expressed. [AL.6.B.3](#)
-

Lifelong Learning

7 Connections - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: 7

- a Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. [AL.7.A](#)
 - b Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. [AL.7.B](#)
-

8 Communities - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently: 8

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