

## Advanced Academics Overview - Modern Alphabetic World Languages

		Level 1 Honors			Level 2 Honors	Level 3 Honors	Level 4 Honors	Level 5 Honors	Advanced Outside the Scope) Advanced High	
		Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	
Standard C1.1 Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.										
Communication	Interpersonal Communication	use memorized words and some phrases	use memorized words and phrases	begin to use simple sentences	create basic sentences	create and begin to connect sentences	create and connect sentences	create sequences of sentences	create sequences of detailed sentences	create sequences of complex sentences
	Writing									
	Speaking									
	Standard C1.2 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.									
	Interpretive Listening	recognize memorized words and some phrases	recognize memorized words and phrases	begin to recognize simple sentences	recognize basic sentences	begin to recognize connected sentences	recognize connected sentences	recognize sequences of sentences	recognize sequences of detailed sentences	recognize sequences of complex sentences
Standard C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.										
Interpretive Reading	recognize memorized words and some phrases	recognize memorized words and phrases	begin to recognize simple sentences	recognize basic sentences	begin to recognize connected sentences	recognize connected sentences	recognize sequences of sentences	recognize sequences of detailed sentences	recognize sequences of complex sentences	
Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.										
Presentational Speaking	use memorized words and some phrases	use memorized words and phrases	begin to use simple sentences	create basic sentences	create and begin to connect sentences	create and connect sentences	create sequences of sentences	create sequences of detailed sentences	create sequences of complex sentences	
Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.										
Presentational Writing	use memorized words and some phrases	use memorized words and phrases	begin to use simple sentences	create basic sentences	create and begin to connect sentences	create and connect sentences	create sequences of sentences	create sequences of detailed sentences	create sequences of complex sentences	

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Culture	Relating Cultural Practices to Perspectives	use appropriate gestures and oral expressions in social interactions; identify authentic or simulated age-appropriate cultural activities; use words and phrases to describe what people from the target culture are doing in texts or visual media; list practices and ask simple questions after viewing media about everyday life; identify characteristics of culturally specific events; <b>and in HS</b> simulate age-appropriate practices from the target culture; identify cultural practices from authentic materials	examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture; identify and begin to use both formal and informal methods to interact with peers and adults; observe or identify a variety of authentic or simulated age-appropriate cultural activities as relate to the 6 AP themes (e.g., games, sports, or entertainment, holidays, politics, economy); investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied; <b>and in HS</b> identify and analyze cultural practices using authentic materials; simulate culturally appropriate community interactions; interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior; begin to adjust language and message to acknowledge audiences with different cultural backgrounds	simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture; use language and message appropriately for the intended audience; make inferences about cultural perspectives, based on associated practices.
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Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

Culture	Relating Cultural Products to Perspectives	identify tangible and intangible products of the target culture and their purpose; determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture; <b>and in HS</b> identify the author and country of origin of short poems, stories, and plays from the target culture; provide simple reasons for the role and importance of products from the target culture	identify and investigate the function of products of the target culture; explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today; <b>and in HS</b> identify and analyze cultural products found in literature, news stories, and films from the target culture	describe how some cultural products have changed or disappeared over time; identify, research, and analyze the role and importance of tangible and intangible products from the target culture; use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture; connect products to associated practices and give evidence-based cultural insights about the target culture; identify and analyze the role and importance of cultural products found in literature, news stories, and/or film.
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C3.1 Build, reinforce, and expand knowledge of the other content areas while using the target language to develop critical thinking and to solve problems creatively.

Connections	Making Connections	identify the target countries on a map; identify items on charts or visuals used as instructional materials in other content areas, such as math, science, the arts, and social studies; read or listen to stories from the target culture and compare them to familiar stories from the same genre; use technology and resources introduced in other content areas to explore authentic resources in the target language; <b>and in HS</b> identify the various systems used throughout the target countries and in one's own in order to compare and understand	identify and locate the target countries and their geographic features on a map; <b>and in HS</b> relate topics from other content areas to the target culture; explain and sequence the significant events that shaped the identity of the target countries; compare attitudes and reactions regarding current events of global importance; contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own	give and defend one's opinion of text/ media from the target countries; examine different forms of government to compare how leaders in target language countries are chosen or elected; research a historically significant innovation or invention, and explain its impact on the target countries.
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Connections	C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.			
	Acquiring Information and Diverse Perspectives	<p>identify the content areas and expand on vocabulary for each; <b>and in HS</b> interpret information from infographics; use media from the target culture to increase knowledge of topics from other content areas; identify the main idea of current events reported in news from the target culture</p>	<p>use age-appropriate authentic sources to prepare presentations on familiar topics <b>and in HS</b> describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States; explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture; compare preferences related to all 6 AP themes including daily life of the local community to those of the target culture; compare the perspective of local advertisements with advertisements of the target culture</p>	<p>research and analyze an issue of global importance from the perspective of the target countries; examine literature or artwork from the target culture from a historical perspective and explain the importance of the work to the target culture</p>
Comparisons	C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the target language and one's own.			
	Language Comparisons	<p>recognize and use words that are similar in the target language and one's own language, and predict the reasons for borrowing such words; identify idioms and their functions in one's own language and target language; compare formal and informal speech in one's own and target language; compare and contrast the sounds and writing systems of one's own language with the target language; <b>and in HS</b> identify features of language specific to the target language that may not exist in one's own language; compare word order between one's own and the target language</p>	<p>identify expressions that communicate respect and status in one's own and the target language; determine words in one's own and target language that have no direct translation (idiomatic expressions); continue to use and reflect on different tenses or moods in the target language and one's own language; <b>and in HS</b> predict language origins based on awareness of cognates and linguistic similarities; investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time</p>	<p>compare linguistic elements that allow expression of time frames (i.e., past, present, and future); analyze linguistic features and hypothesize how they may or may not reflect the ways in which cultures organize information and view the world</p>
	C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.			
Cultural Comparisons	<p>contrast tangible and intangible products of the target culture to one's own; compare simple patterns of behavior or interaction in various cultural settings; compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture; <b>and in HS</b> compare products from the target culture and one's own; contrast daily life, celebrations, and communities from the target culture and one's own</p>	<p>discuss products' origins and importance by comparing products in one's own and the target culture; explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture; compare and contrast the role and importance of family in one's own and the target culture; <b>and in HS</b> juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture; compare and contrast career choices and preparation in one's own and the target culture; explore entertainment and leisure options in one's own and the target culture</p>	<p>discuss the value placed on resources in one's own and the target culture; explain attitudes toward health and wellness in one's own and the target culture; compare and contrast the importance placed on individual needs versus community/global needs in one's own and the target culture; draw conclusions about the impact of technology use in one's own and the target culture; compare and contrast political systems in one's own and the target culture</p>	

C5.1 Use language to interact both within and beyond the classroom.				
Communities	School and Global Communities	identify places in the community where the target language is spoken; research opportunities for participation in school, community or language competitions; access speakers of the language either in person or using technology; <b>and in HS</b> explore professions that require proficiency in another language	interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers); <b>and in HS</b> research the use of the target language in various fields of work in today's world; explore real-world opportunities to connect with the target language community	discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers; research opportunities to provide a service to the community utilizing the target language (e.g., interpreting the target language at a community event or clinic, create local maps, brochures, or school/community announcements)
	C5.2 Use the target language for enrichment and advancement			
	Lifelong Learning	interpret materials and/or media from the target language and culture; exchange information about topics of personal interest; identify music or songs in the target language; <b>and in HS</b> set learning goals for language acquisition	consult various sources in the target language to obtain information on topics of personal interest; <b>and in HS</b> reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process	regularly consult authentic materials above one's ability in order to increase language proficiency.