

Unpacking Document: Advanced Levels

K-12 World Languages - Office of Teaching and Learning

On July 11, 2024, the State Board of Education approved the 2024 North Carolina Standard Course of Study (SCoS) for World Languages for implementation starting in the 2025 - 2026 school year.

To successfully implement these standards, NCDPI has created Unpacking Documents to deepen the understanding of the proficiency-based objectives in the SCoS for World Languages. The purpose of these documents is to provide educators with a clear understanding of the expectations of the SCoS, the three proficiency levels, and their sublevels. This document aims to equip educators with the knowledge needed to support students' access to rich, standards-based instruction and to foster students' skill development in hearing, signing, speaking, reading, viewing, or writing the language they are studying.

The Unpacking Documents include glossary terms from the [World Languages Glossary](#), clarifications, and “In the Classroom” ideas for each of the standards (interpretive, interpersonal, and presentational) and their objectives. Please note that the clarifications appear in the order of the objectives and the “In the Classroom” ideas are designed to be target-language-neutral, so that they can serve as sample activities that could be adapted for any K-12 classical, heritage, or modern language and its learning environment, courses, and/or programs. The “In the Classroom” ideas are not meant to be an exhaustive list, nor are they intended to be the curriculum, which will be written by a local public school unit (PSU) or school.

These standards will be implemented in all North Carolina schools beginning in the 2025 - 2026 school year.

Advanced Low (AL)
Interdisciplinary & Literacy Connections Strand

Standard and Objectives

1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

- **AL.ILC.1.1** Interpret the purpose and supporting details in informational texts.
- **AL.ILC.1.2** Analyze the main story and supporting details in fictional texts.

Glossary Terms

Analyze means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures.

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

Comparisons is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "develop insight into the nature of language and culture in order to interact with cultural competence." This goal is described with two standards, Language Comparisons, that focuses on comparisons of the language being studied and the students' own language, and Cultural Comparisons, that focuses on comparisons of the cultures being studied and the students' own culture. In both cases, learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture.

Connections is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations." This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.

Interpret means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text.

Interpretive is one-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video).

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

<i>Clarifications</i>	<i>In the Classroom</i>
Students explain the author's purpose behind an authentic non-fiction text. Students also explain relevant details connected to the author's purpose in such a text.	The teacher and students conduct a close reading of an informational text and create a diagram in the target language which identifies and outlines the purpose with the supporting details that develop it.
Students study the main plot behind an authentic fictional text. Students also explain relevant details connected to the main plot in such a text.	Students read a novel from a target culture that uses the target language and analyze the main plot of the story and supporting details, as well as identify literary devices and other components that the author uses.

Standard and Objectives

2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

- **AL.ILC.2.1** Interact to resolve an unexpected complication that arises during familiar as well as academic, social, and professional situations.
- **AL.ILC.2.2** Explain and compare preferences, opinions, and give advice on familiar as well as academic, social, and professional topics.
- **AL.ILC.2.3** Exchange information on a variety of familiar as well as academic, social, and professional topics.

Glossary Terms

Academic, professional, and social topics and situations appear at the Advanced proficiency level and extend the previous work-related and personal interest references so that they include the use of specialized vocabulary relevant to avocations, career fields, vocational interests, and/or particular areas of competence or technical expertise.

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expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.

Familiar topics and situations begin in the Novice proficiency level with basic biographical information, daily activities and events, immediate needs, and personal preferences and interests.

Interpersonal is two-way or multi-way communication in which participants can interact (e.g. in-person, through text messaging, during a video call).

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Negotiating meaning is a feature of two-way or multi-way communication (Interpersonal Communication) when participants interact (e.g. in-person, through text messaging, during a video call) to ask for or provide clarification, repetition, or restatement of the message they are communicating in order to improve comprehension.

<i>Clarifications</i>	<i>In the Classroom</i>
Students converse with others to address and resolve unforeseen conflict or complexity that occurs in familiar, academic, social, and professional situations.	Students work in pairs to practice placing an order at a target culture establishment, and challenge one another with unexpected complications, such as an item being out of stock, or a component of the ordering process being confusing.
Students elaborate and note similarities and differences on personal preferences and opinions and provide guidance on familiar, academic, social, and professional topics.	Students discuss in small groups in the target language the best way to challenge a grade that they feel is unfair. During this conversation, students discuss their level of comfort in interacting with the instructor who gave them the unfair grade, and give one another advice on how best to adapt their approach with possible solutions to share with the instructor.
Students share information with others in conversations and discussions on familiar academic, social, and professional topics.	Students are placed into groups, with each group getting an overview and a map of the public transportation system in a target culture to become experts on. Students are then regrouped and take turns asking the experts for directions in getting from one location to another using the transport system.

Standard and Objectives

3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

- **AL.ILC.3.1** Tell stories about events (social, community, school, etc.) and personal experiences, by generating paragraphs that use complex sentences across time frames.

- **AL.ILC.3.2** State a viewpoint with supporting evidence on some concrete topics, by generating paragraphs that use complex sentences across time frames.
- **AL.ILC.3.3** Deliver presentations on some concrete topics, by generating paragraphs that use complex sentences across time frames.

Glossary Terms

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Complex sentences consist of an independent clause and one or more dependent clauses.

Concrete topics and situations are an extension of familiar ones and start to appear in the Intermediate proficiency level with a focus on activities related to home, leisure, school, and work. They also encompass information about current and public events, survival and social needs, and practical topics linked to community, national, and international contexts.

Connections is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations." This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.

Generate means to create or to produce by means of a defined process.

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Paragraphs are a subdivision of a written, spoken, or signed composition that consists of one or more sentences, deals with one point, or gives the words of one writer, speaker, or signer.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Presentational is one-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report).

Time frames are the temporal markers or components of language that indicate chronology or sequencing, such as the past, the present, and the future or the order of events. Depending on the language and the context, time frames may be verb tenses; words or phrases that indicate time and/or the passage of time; or other markers that show a sequence or a chronology.

Viewpoint is a position or perspective from which something is considered or evaluated.

<i>Clarifications</i>	<i>In the Classroom</i>
Students narrate or share stories about events and personal experiences in multiple paragraphs that include complex sentences and incorporate verb tenses or markers, adverbs, and other language structures to convey actions across different time frames.	Students tell the story of their “best day ever” in the target language by narrating the major events and the factors that influenced them.
Students assert their stance using supporting evidence on some specific topics by writing multiple paragraphs that include complex sentences and incorporate verb tenses and markers, adverbs, and other language structures to convey actions across different time frames.	Students engage in a debate on a topic in the target language that is a current issue in a target culture and in their own culture and provide arguments based on evidence.
Students share details on some specific topics to an audience by writing multiple paragraphs that include complex sentences and incorporate verb tenses and markers, adverbs, and other language structures to convey actions across different time frames.	After researching and reading several authentic texts about a target culture topic, students create a presentation in the target language in which they compare and contrast the information that they learned in the texts with what they know about the practices and perspectives of target cultures and their own culture.

Advanced Low (AL)

Intercultural & Communities Connections (ICC)

Standard and Objectives

1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

- **AL.ICC.1.1** Interpret the purpose and supporting details in historical and/or modern texts from the target cultures.
- **AL.ICC.1.2** Analyze how some practices and products are related to perspectives of the target cultures.

Glossary Terms

Analyze means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures.

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Historical texts are authentic texts from the past, including texts from ancient civilizations that are used in Classical Language programs.

Interpret means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text.

Interpretive is one-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video).

Modern texts are authentic texts from the present, including texts that rely on digital tools to create or virtual spaces to disseminate.

Perspectives are attitudes, ideas, meanings, and values.

Practices are patterns of social interactions.

Products are books, foods, games, laws, music, tools, etc.

Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

Clarifications	In the Classroom
Students explain the author's purpose behind past and/or	Students listen to a few songs or read a collection of poems/writings from a

present authentic texts from the target cultures. Students also explain relevant details connected to the author's purpose in such a text.	popular target culture singer or poet/philosopher, modern or historical. Afterwards, students analyze the lyrics, lines, or writing to discover the author's purpose, as well as identify the supporting details, references, allusions, and other devices that further develop the purpose.
Students study how some practices and products connect or impact the perspectives of the target cultures.	Students read an authentic text about how families in a target culture interact, such as how they structure family life to care for children or the elderly, and make hypotheses about how this informs that culture's perspective on the importance of family across generations.

Standard and Objectives

2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

- **AL.ICC.2.1** Demonstrate understanding of explicit social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.
- **AL.ICC.2.2** Engage actively with peers from the target cultures and/or communities of learners by participating in discussions on familiar and sometimes unfamiliar topics.

Glossary Terms

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Interpersonal is two-way or multi-way communication in which participants can interact (e.g. in-person, through text messaging, during a video call).

Negotiating meaning is a feature of two-way or multi-way communication (Interpersonal Communication) when participants interact (e.g. in-person, through text messaging, during a video call) to ask for or provide clarification, repetition, or restatement of the message they are communicating in order to improve comprehension.

Social conventions are the cultural norms used in formal and informal communication, especially in the Interpersonal and Presentational modes, to convey an understanding of the target cultures of a language.

Unfamiliar topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved.

<i>Clarifications</i>	<i>In the Classroom</i>
Students show their knowledge of clear social norms when interacting with others from target cultures and/or communities of learners by responding properly.	Students practice meeting the family of a peer from a target culture, ensuring that they address all of the family members appropriately according to the culture's social conventions, and that the topics of conversation meet the social expectations of the target culture.
Students actively listen and respond to others from a target culture or communities of learners by taking part in discussion on topics that are relevant to students' own everyday experiences or are new or less common.	Students connect with peers from a target culture in a partner school and record videos regularly as part of a "virtual pen pal" project.

Standard and Objectives

3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

- **AL.ICC.3.1** Deliver presentations that summarize how perspectives shape some products or practices in the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames.
- **AL.ICC.3.2** Present on some concrete topics from the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames.

Glossary Terms

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Complex sentences consist of an independent clause and one or more dependent clauses.

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Generate means to create or to produce by means of a defined process.

Paragraphs are a subdivision of a written, spoken, or signed composition that consists of one or more sentences, deals with one point, or gives the words of one writer, speaker, or signer.

Perspectives are attitudes, ideas, meanings, and values.

Practices are patterns of social interactions.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Presentational is one-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report).

Products are books, foods, games, laws, music, tools, etc.

Time frames are the temporal markers or components of language that indicate chronology or sequencing, such as the past, the present, and the future or the order of events. Depending on the language and the context, time frames may be verb tenses; words or phrases that indicate time and/or the passage of time; or other markers that show a sequence or a chronology.

<i>Clarifications</i>	<i>In the Classroom</i>
Students give more detailed presentations that outline how certain perspectives impact some products or practices in the target cultures and/or communities of language learners by creating multiple paragraphs that include complex sentences and incorporate verb tenses or markers, adverbs, and other language structures to convey actions across different time frames.	Students research and present in the target language on how a target culture's perspective on the importance of family informs how far family members live from one another, how often family members see one another, and what they do to support one another as they make life decisions.
Students share details on some specific topics from the target cultures and/or communities of language learners by creating	Students research the daily activities of individuals at different ages in the target cultures and compare how those activities change over time, relevant to

multiple paragraphs that include complex sentences and incorporate verb tenses and markers, adverbs, and other language structures to convey actions across different time frames.

different target cultures that use the same language or to their own culture.

Advanced Mid (AM) Interdisciplinary & Literacy Connections Strand

Standard and Objectives

1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

- **AM.ILC.1.1** Interpret the purpose and many supporting details in informational texts.
- **AM.ILC.1.2** Analyze the main story and many supporting details in fictional texts.

Glossary Terms

Analyze means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures.

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

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Interpret means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text.

Interpretive is one-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video).

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

<i>Clarifications</i>	<i>In the Classroom</i>
Students explain the author's purpose behind an authentic non-fiction text. Students also explain many relevant details connected to the author's purpose in such a text.	Students read a famous speech from a target culture and identify the main arguments the speaker/signer uses, determining the importance of each of those arguments and what the argument is meant to accomplish: persuade, confront, criticize, etc.
Students study the main plot behind an authentic fictional text.. Students also explain many relevant details connected to the main plot in such a text.	Students read two or more short stories from the target cultures, identify the plot and literary devices in both, and track how the use of those devices changes over the course of the stories, including how those changes influence what the reader interprets as the moral or lesson from each one.

Standard and Objectives

2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

- **AM.ILC.2.1** Interact to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions.
- **AM.ILC.2.2** Maintain extended conversations by providing supporting opinions and expressing advice in detail.
- **AM.ILC.2.3** Use probing questions and provide detailed responses to maintain discussions on a variety of familiar and unfamiliar academic, social, and professional topics.

Glossary Terms

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Unfamiliar topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved.

Clarifications	In the Classroom
Students converse with others to address and resolve unforeseen conflicts or complexities that occur in familiar situations by providing elaborate explanations and presenting multiple possible solutions.	Students role play a situation in the target language in which one student has borrowed the other's property, and has accidentally damaged it. The student who borrowed the property explains the circumstances of the damage, and changes their possible solutions based on the reactions of the student from whom the property was borrowed.
Students sustain prolonged conversations by offering well-supported opinions and giving detailed guidance.	Students create a mock advice-based talk show where some students act as the advice experts and other students act as those bringing forth problems for resolution. After time is called, students rotate roles.

<p>Students ask questions that require deeper thought and detailed responses to sustain discussions on a range of familiar topics and offer detailed responses to keep discussions going on a range of familiar academic, social, and professional topics as well as ones that are new or less common.</p>	<p>Students participate in mock job interviews in which some students act as the applicant and others act as the employer. The applicant provides extensive and detailed explanations of their job qualifications and the employers probe the applicant to ensure that they are the right fit for the position.</p>
<p><i>Standard and Objectives</i></p>	
<p>3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.</p> <ul style="list-style-type: none"> • AM.ILC.3.1 Narrate events about concrete experiences, by generating logically sequenced paragraphs that use complex sentences across time frames, demonstrating some control of the language. • AM.ILC.3.2 Present organized arguments on a variety of concrete topics with supporting evidence, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language. • AM.ILC.3.3 Deliver detailed presentations and elaborate on a variety of concrete topics, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language. 	
<p><i>Glossary Terms</i></p>	
<p>Comparisons is one of the five goal areas of the <i>World-Readiness Standards for Learning Languages</i> or 5 C's, and states that learners need to be able to "develop insight into the nature of language and culture in order to interact with cultural competence." This goal is described with two standards, Language Comparisons, that focuses on comparisons of the language being studied and the students' own language, and Cultural Comparisons, that focuses on comparisons of the cultures being studied and the students' own culture. In both cases, learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture.</p> <p>Complex sentences consist of an independent clause and one or more dependent clauses.</p> <p>Concrete topics and situations are an extension of familiar ones and start to appear in the Intermediate proficiency level with a focus on activities related to home, leisure, school, and work. They also encompass information about current and public events, survival and social needs, and practical topics linked to community, national, and international contexts.</p> <p>Connections is one of the five goal areas of the <i>World-Readiness Standards for Learning Languages</i> or 5 C's, and states that learners need to be able to "connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations." This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.</p> <p>Control of the language refers to the learner's ability to produce language in the Interpersonal and Presentational communication modes using language structures (e.g. chronology, sequencing, time frame, writing system) effectively.</p>	

Generate means to create or to produce by means of a defined process.

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Paragraphs are a subdivision of a written, spoken, or signed composition that consists of one or more sentences, deals with one point, or gives the words of one writer, speaker, or signer.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Presentational is one-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report).

Time frames are the temporal markers or components of language that indicate chronology or sequencing, such as the past, the present, and the future or the order of events. Depending on the language and the context, time frames may be verb tenses; words or phrases that indicate time and/or the passage of time; or other markers that show a sequence or a chronology.

<i>Clarifications</i>	<i>In the Classroom</i>
Students narrate events based on real experiences by creating coherently ordered paragraphs that use complex sentences and incorporate language structures to convey actions across different time frames. Students show some command of the language.	Students present the “story of my life” in which they identify the major milestones of their lives in a logical sequence, as well as the events and factors that influenced those milestones at various times.
Students present coherent, well-structured arguments on a variety of specific topics with supporting evidence by creating coherently ordered paragraphs that use complex sentences and incorporate language structures to convey actions across different time frames. Students show some command of the language.	Students choose a well-known individual from the target cultures and present a case for why they should receive the Nobel Prize or other high profile award in their field. Students make their arguments based on the individual’s life and achievements, paying particular attention to when events happened and how those events influenced the individual for whom they are advocating.
Students deliver in-depth presentations that expand on a variety of specific topics by creating coherently ordered paragraphs that use complex sentences and incorporate language structures to convey actions across different time frames. Students show some command of the language.	Students choose a practice or product from the target cultures and present about the ways in which the target culture has influenced the world via that practice or product. Students discuss the history of that practice or product, using the appropriate time frames, and accurately reflect the impact of the practice or product via the complexity of their sentences.

Advanced Mid (AM)
Intercultural & Communities Connections (ICC)

Standard and Objectives

1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

- **AM.ICC.1.1** Interpret the purpose and many supporting details in historical and/or modern texts from the target cultures.
- **AM.ICC.1.2** Analyze how practices and products are related to the perspectives of the target cultures.

Glossary Terms

Analyze means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures.

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Historical texts are authentic texts from the past, including texts from ancient civilizations that are used in Classical Language programs.

Interpret means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text.

Interpretive is one-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video).

Modern texts are authentic texts from the present, including texts that rely on digital tools to create or virtual spaces to disseminate.

Perspectives are attitudes, ideas, meanings, and values.

Practices are patterns of social interactions.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Products are books, foods, games, laws, music, tools, etc.

Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

Clarifications

In the Classroom

Students explain the author's purpose behind past and/or present authentic texts from the target cultures. Students also explain many relevant details connected to the author's purpose in such a text.

Students read a play from the target cultures and discuss the ways in which the author's purpose reflects the historical context of the work, as well as the ways in which the details allude to specific aspects of the time period.

Students study how practices and products connect or impact the perspectives of the target cultures.

Students read a research article about the export products of the target cultures, and draw conclusions about how those products and/or their practices are reflected in the perspectives of the target culture.

Standard and Objectives

2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.

- **AM.ICC.2.1** Demonstrate understanding of explicit, and some implied, social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately.
- **AM.ICC.2.2** Engage actively with peers from the target cultures and/or communities of learners by participating in extended discussions on both familiar and unfamiliar topics.

Glossary Terms

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to

Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Interpersonal is two-way or multi-way communication in which participants can interact (e.g. in-person, through text messaging, during a video call).

Negotiating meaning is a feature of two-way or multi-way communication (Interpersonal Communication) when participants interact (e.g. in-person, through text messaging, during a video call) to ask for or provide clarification, repetition, or restatement of the message they are communicating in order to improve comprehension.

Social conventions are the cultural norms used in formal and informal communication, especially in the Interpersonal and Presentational modes, to convey an understanding of the target cultures of a language.

Unfamiliar topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved.

<i>Clarifications</i>	<i>In the Classroom</i>
Students show their knowledge of clear, and some inferred, social norms when interacting with others from target cultures and/or communities of learners by responding properly.	Students perform a mock scenario of a celebration (e.g., milestone birthday, wedding, memorial) from the target cultures, with specific emphasis on the ways in which the wide variety of participants in such an event interact appropriately and according to the social customs of the target cultures.
Students actively listen and respond to others from the target culture or communities of learners by taking part in sustained discussions on topics that are relevant to students' own everyday experiences or are new or less common.	Students engage in a virtual debate with a partner classroom on a topic that affects both cultures, making extensive comparisons between the two and explaining the impacts of the topics in detail.

Standard and Objectives

3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

- **AM.ICC.3.1** Deliver detailed presentations that describe how perspectives shape some products and practices in the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language.
- **AM.ICC.3.2** Present with some elaboration on concrete topics from the target cultures and/or communities of language learners, by generating paragraphs that use complex sentences across time frames, demonstrating some control of the language.

Glossary Terms

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Complex sentences consist of an independent clause and one or more dependent clauses.

Concrete topics and situations are an extension of familiar ones and start to appear in the Intermediate proficiency level with a focus on activities related to home, leisure, school, and work. They also encompass information about current and public events, survival and social needs, and practical topics linked to community, national, and international contexts.

Control of the language refers to the learner's ability to produce language in the Interpersonal and Presentational communication modes using language structures (e.g. chronology, sequencing, time frame, writing system) effectively.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Generate means to create or to produce by means of a defined process.

Paragraphs are a subdivision of a written, spoken, or signed composition that consists of one or more sentences, deals with one point, or gives the words of one writer, speaker, or signer.

Perspectives are attitudes, ideas, meanings, and values.

Practices are patterns of social interactions.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Presentational is one-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report).

Products are books, foods, games, laws, music, tools, etc.

Time frames are the temporal markers or components of language that indicate chronology or sequencing, such as the past, the present, and the future or the order of events. Depending on the language and the context, time frames may be verb tenses; words or phrases that indicate time and/or the passage of time; or other markers that show a sequence or a chronology.

Clarifications

Students give elaborate presentations that clarify how perspectives impact some products or practices in the target cultures and/or communities of language learners by creating multiple paragraphs that include complex sentences and incorporate language structures to convey actions across different time frames. Students show some command of the language.

Students share further explanation and details on specific topics from the target cultures and/or communities of language learners by creating multiple paragraphs that include complex sentences and incorporate language structures to convey actions across different time frames. Students show some command of the language.

In the Classroom

Students create presentations on the target culture's perspective on age and aging and analyze the ways in which this perspective affects the culture's practices, such as how the elderly are cared for, as well as products, such as the extent to which public transportation or other public spaces accommodate the needs of the elderly (e.g. mobility, support for hearing or vision loss).

Students are given a budget and plan a comprehensive trip to a target culture country or region that maximizes their language-learning opportunities. Students present detailed plans of their trip, elaborating on the ways in which the various destinations conform not only to their budget, but also to their learning needs, based on their language learning experience and their future use of language in a job, career, or post-secondary pursuits.

Advanced High (AH)

Interdisciplinary & Literacy Connections (ILC)

Standard and Objectives

1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

- **AH.ILC.1.1** Interpret the flow of ideas and infer meaning on unfamiliar and/or abstract topics in informational texts.
- **AH.ILC.1.2** Analyze the flow of ideas and some nuances, from different viewpoints, in fictional texts.

Glossary Terms

Abstract topics and situations build on others (e.g., familiar, concrete, unfamiliar) and are used in hypothetical discussions, debates, and discourse.

Analyze means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures.

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

Comparisons is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "develop insight into the nature of language and culture in order to interact with cultural competence." This goal is described with two standards, Language Comparisons, that focuses on comparisons of the language being studied and the students' own language, and Cultural Comparisons, that focuses on comparisons of the cultures being studied and the students' own culture. In both cases, learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture.

Connections is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations." This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.

Interpret means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text.

Interpretive is one-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video).

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

Unfamiliar topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved.

Viewpoint is a position or perspective from which something is considered or evaluated.

Clarifications

In the Classroom

Students explain the progression of ideas and draw inferences on new, less common, and complex topics in an authentic non-fiction text.	Students read a technical research text on a topic outside of their expertise, and use their understanding of the ideas within to interpret the meaning of the text and the author's purpose in writing.
Students study the progression of ideas and subtle differences between perspectives in an authentic fictional text.	Students read a classic text from the target cultures, typically characterized by more archaic vocabulary and sentence structure, and analyze the text for literary themes and devices.
<i>Standard and Objectives</i>	
<p>2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.</p> <ul style="list-style-type: none"> • AH.ILC.2.1 Interact to resolve an unexpected complication in a situation that may be unfamiliar. • AH.ILC.2.2 Discuss and support opinions and give advice on a variety of complex topics, where the issues may be abstract or hypothetical, and ask precise questions. • AH.ILC.2.3 Use specific questions and explanations to discuss a variety of complex topics that may be abstract or hypothetical. 	
<i>Glossary Terms</i>	
<p>Abstract topics and situations build on others (e.g., familiar, concrete, unfamiliar) and are used in hypothetical discussions, debates, and discourse.</p> <p>Comparisons is one of the five goal areas of the <i>World-Readiness Standards for Learning Languages</i> or 5 C's, and states that learners need to be able to "develop insight into the nature of language and culture in order to interact with cultural competence." This goal is described with two standards, Language Comparisons, that focuses on comparisons of the language being studied and the students' own language, and Cultural Comparisons, that focuses on comparisons of the cultures being studied and the students' own culture. In both cases, learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture.</p> <p>Connections is one of the five goal areas of the <i>World-Readiness Standards for Learning Languages</i> or 5 C's, and states that learners need to be able to "connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations." This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.</p> <p>Interpersonal is two-way or multi-way communication in which participants can interact (e.g. in-person, through text messaging, during a video call).</p> <p>Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.</p>	

Negotiating meaning is a feature of two-way or multi-way communication (Interpersonal Communication) when participants interact (e.g. in-person, through text messaging, during a video call) to ask for or provide clarification, repetition, or restatement of the message they are communicating in order to improve comprehension.

Unfamiliar topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved.

<i>Clarifications</i>	<i>In the Classroom</i>
Students converse with others to address and resolve unforeseen conflicts or complexities that occur in new or less common situations.	Students interview an interpreter about their work using the target language in their field of expertise to support speakers/signers in challenging situations (e.g., medical triage, parent-teacher conferences, witness testimony).
Students share opinions, support them, and give guidance on a variety of complex topics, where the issues may be conceptual or theoretical in nature. Students pose targeted questions.	Students role play an advice talk show in which one student brings questions or concerns about a friend who is dealing with a chronic issue (e.g., procrastination, social anxiety, video gaming addiction) for advice on how to support them.
Students use specific questions and in-depth descriptions or clarifications to discuss a range of complex topics that may be conceptual or theoretical in nature.	Students participate in a Socratic Seminar about whether or not the world would be better if everyone was the same, and the implications on daily life, human interactions, and geopolitical relations.

Standard and Objectives

3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

- **AH.ILC.3.1** Give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues, while demonstrating control of the language.
- **AH.ILC.3.2** Present clear arguments with supporting evidence on complex concrete topics, addressing related issues hypothetically, while demonstrating control of the language.
- **AH.ILC.3.3** Deliver cohesive presentations and elaborate on a variety of complex concrete topics, and often deal with related issues hypothetically, while demonstrating control of the language.

Glossary Terms

Abstract topics and situations build on others (e.g., familiar, concrete, unfamiliar) and are used in hypothetical discussions, debates, and discourse.

Comparisons is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to “develop insight into the nature of language and culture in order to interact with cultural competence.” This goal is described with two standards, Language Comparisons, that focuses on comparisons of the language being studied and the students’ own language, and Cultural Comparisons, that focuses on comparisons of the cultures being studied and the students’ own culture. In both cases, learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture.

Concrete topics and situations are an extension of familiar ones and start to appear in the Intermediate proficiency level with a focus on activities related to home, leisure, school, and work. They also encompass information about current and public events, survival and social needs, and practical topics linked to community, national, and international contexts.

Connections is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to “connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.” This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives.

Control of the language refers to the learner’s ability to produce language in the Interpersonal and Presentational communication modes using language structures (e.g. chronology, sequencing, time frame, writing system) effectively.

Literacy encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Presentational is one-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report).

Clarifications	In the Classroom
Students provide a thorough, in-depth narration of events, beyond those based on real experiences, often addressing those that may be conceptual or theoretical in nature. Students show command of the language.	Students present the life story of one of their relatives who has had an impact on their life, discussing the experiences and challenges of that relative and the ways in which those experiences directly influenced the relative’s impact on the student and their family across generations and into the future.
Students present well-structured arguments with supporting evidence on complex, specific topics and address issues that may be theoretical in nature. Students show command of the language.	Students write a research-based position paper on a topic of concern in the target cultures, in which they formulate evidence-based arguments with supporting details and propose novel solutions.

Students deliver logical and well-organized presentations that expand on a variety of specific complex topics, and often address issues that may be theoretical in nature. Students show command of the language.

Students choose a contemporary topic of concern in the target cultures and present a slideshow in which they take a side on the issue and provide research-based arguments on how the topic affects the public of one or more of the target cultures.

Advanced High (AH) Intercultural & Communities Connections (ICC)

Standard and Objectives

1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.

- **AH.ICC.1.1** Interpret the flow of ideas and recognize inferences from different viewpoints in historical and/or modern texts from the target cultures.
- **AH.ICC.1.2** Analyze how a variety of practices and products are related to the perspectives of the target cultures.

Glossary Terms

Analyze means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures.

Authentic Texts are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs.

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Historical texts are authentic texts from the past, including texts from ancient civilizations that are used in Classical Language programs.

Interpret means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text.

Interpretive is one-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video).

Modern texts are authentic texts from the present, including texts that rely on digital tools to create or virtual spaces to disseminate.

Perspectives are attitudes, ideas, meanings, and values.

Practices are patterns of social interactions.

Products are books, foods, games, laws, music, tools, etc.

Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

Viewpoint is a position or perspective from which something is considered or evaluated.

<i>Clarifications</i>	<i>In the Classroom</i>
Students explain the progression of ideas and draw inferences from different perspectives in past and/or present authentic texts from the target cultures.	Students read a classic text from the target cultures and analyze it from the perspective of the historical influences that affected its development. Students complete a progression map, noting how the author introduces, develops, and concludes the main themes, ideas, or arguments.
Students study how a range of practices and products connect or impact the perspectives of the target cultures.	Students view a classic film from the target cultures or about the target cultures to identify previously studied products and practices and to analyze the ways in which the products and practices evident in the film inform then-contemporary and modern perspectives of the film.
<i>Standard and Objectives</i>	
2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations. <ul style="list-style-type: none"> ● AH.ICC.2.1 Demonstrate understanding of explicit and implied social conventions by appropriately adapting conversation with peers from the target culture and/or communities of learners. ● AH.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in unprompted extended discussions on both familiar and unfamiliar topics. 	
<i>Glossary Terms</i>	

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to “communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.” This goal is described with two standards: School and Global Communities, that emphasizes learners’ use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners’ goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to “interact with cultural competence and understanding.” This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they’re studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Interpersonal is two-way or multi-way communication in which participants can interact (e.g. in-person, through text messaging, during a video call).

Negotiating meaning is a feature of two-way or multi-way communication (Interpersonal Communication) when participants interact (e.g. in-person, through text messaging, during a video call) to ask for or provide clarification, repetition, or restatement of the message they are communicating in order to improve comprehension.

Social conventions are the cultural norms used in formal and informal communication, especially in the Interpersonal and Presentational modes, to convey an understanding of the target cultures of a language.

Unfamiliar topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved.

<i>Clarifications</i>	<i>In the Classroom</i>
Students show their knowledge of clear and inferred social norms by adjusting conversations appropriately when interacting with peers from target cultures and/or communities.	Students role play being a diplomat sent to a target culture, and demonstrate their understanding of multiple social conventions by modeling interactions with individuals of varying degrees of authority.
Students actively listen and respond to others from the target cultures or communities of learners by taking part in spontaneous sustained discussions on topics that are relevant to students’ own everyday experiences or are new or less common.	Students partner with previously-unknown peers from partner schools in the target cultures and work together to solve an assigned problem for their schools, communities, states, regions, or countries.
<i>Standard and Objectives</i>	

3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.

- **AH.ICC.3.1** Deliver cohesive, detailed presentations that explain how perspectives shape a variety of products and practices in the target cultures and/or communities of language learners while demonstrating control of the language.
- **AH.ICC.3.2** Present with cohesion and elaboration about both concrete and abstract topics from the target cultures and/or communities of language learners while demonstrating control of the language.

Glossary Terms

Abstract topics and situations build on others (e.g., familiar, concrete, unfamiliar) and are used in hypothetical discussions, debates, and discourse.

Communities is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment.

Concrete topics and situations are an extension of familiar ones and start to appear in the Intermediate proficiency level with a focus on activities related to home, leisure, school, and work. They also encompass information about current and public events, survival and social needs, and practical topics linked to community, national, and international contexts.

Control of the language refers to the learner's ability to produce language in the Interpersonal and Presentational communication modes using language structures (e.g. chronology, sequencing, time frame, writing system) effectively.

Culture(s) is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework.

Perspectives are attitudes, ideas, meanings, and values.

Practices are patterns of social interactions.

Present means to bring something, such as a report, before an audience of listeners, readers, or viewers.

Presentational is one-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report).

Products are books, foods, games, laws, music, tools, etc.

<i>Clarifications</i>	<i>In the Classroom</i>
Students give logical and well-organized presentations that clarify how perspectives impact some products or practices in the target cultures and/or communities of language learners. Students show command of the language.	Students choose a product or practice from the target cultures and create a presentation in which they track the role and influence of that product or practice from its inception to the modern day, and discuss the ways in which the target culture perspective has shifted over time.
Students share further explanation and details on complex and specific topics from the target cultures and/or communities of language learners in a logical and organized manner. Students show command of the language.	Students write an academic paper on original research on a topic from the target cultures, which includes the proper presentation of data, methods, and findings.