

Unpacking Document: Intermediate 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 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.

Intermediate Low (IL)
Interdisciplinary & Literacy Connections Strand

Standard and Objectives

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

- **IL.ILC.1.1** Identify the topic and related information in informational texts.
- **IL.ILC.1.2** Identify the topic and related information 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 determine the main idea of authentic articles, brochures, charts, infographics, etc. Students identify relevant details connected to the main idea in such a text.	Students read a written transcript in the target language that has several differences from its accompanying audio. Students identify and correct the “mistakes” in the written transcript as they listen. As a variation, students identify errors in a written or audio description of a photo they are viewing. Example: Transcript: This weekend Pauline will go running with her two dogs. Audio text: This weekend Pauline will go <i>fishing</i> with her two <i>cousins</i>
Students determine the main idea of authentic stories, fables, picture books, poems, etc. Students identify relevant details connected to the main idea in such a text.	Students read or listen to a short physical description in the target language (such as a description of a character or a scene in a story). Students use this description to draw a detailed illustration, demonstrating their comprehension.

Standard and Objectives

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

- **IL.ILC.2.1** Interact to meet basic needs and to request and provide information in familiar situations, by creating simple sentences and asking appropriate follow-up questions.
- **IL.ILC.2.2** Respond by asking about some details related to preferences, feelings, or opinions on familiar topics, using simple sentences and asking appropriate follow-up questions.
- **IL.ILC.2.3** Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by creating simple sentences and asking appropriate follow-up questions.

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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.

Simple sentences consist of single independent clauses.

<i>Clarifications</i>	<i>In the Classroom</i>
Students converse with others to fulfill basic needs and to provide information using simple sentences. Students ask for clarification when needed and negotiate for meaning during exchanges.	Students work in pairs and use the target language to agree on an activity to do together including the date, time, and meeting place. The teacher informs students they cannot speak, but must negotiate the details in writing as they text or pass a paper back and forth.
Students ask simple, follow up questions when conversing with others and can negotiate meaning during the exchange.	Students prepare for the activity by writing their own opinion in the target language of several different items or activities (e.g., different foods, classes, seasons, or pastimes). Students add at least one reason for each opinion. Students then ask their partner's opinion of each item. The partner responds and shares a reason for their opinion. The first student replies by saying "I agree" or "I disagree" with one or two reasons why. Students repeat this activity with several partners. Example:

	<p>Student A: Do you like olives?</p> <p>Student B: No. Olives are too salty.</p> <p>Student A: I disagree. Olives are delicious on pizza. They are also very healthy.</p>
Students ask and answer original questions or questions they have used or seen before about familiar people, places, objects, and topics by generating simple sentences and relevant follow-up questions.	Each student selects or is assigned a “secret identity” (e.g., a celebrity, teacher in the school, etc.). In pairs or small groups, students ask questions in the target language to guess their partner’s secret identity. Sample questions may include, “Are you a man or a woman?” “Do you play sports?” “Do you live in South America?” etc. The partner must answer “yes” or “no” and then add a detail. Students continue until the secret identity is guessed. Students repeat the activity with a new partner.

Standard and Objectives

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

- **IL.ILC.3.1** Present information about their lives, activities, and events, by creating simple sentences and some complex sentences.
- **IL.ILC.3.2** Express preferences on familiar and everyday topics of interest and explain why they feel that way, by creating simple sentences and some complex sentences.
- **IL.ILC.3.3** Present on familiar and everyday topics, creating simple sentences and some complex sentences.

Glossary Terms

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Complex sentences consist of an independent clause and one or more dependent clauses; they are most often associated with the Intermediate proficiency level.

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Express means to make known the opinions or feelings of (oneself).

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).

Simple sentences consist of single independent clauses.

<i>Clarifications</i>	<i>In the Classroom</i>
Students share details about their lives, activities, and events, by generating simple sentences and some complex sentences.	<p>Using index cards, students list four subjects, four activities, and four bits of additional information (i.e. where, with whom, when, and how often) in the target language. Students use the cards to physically build a variety of sentences on their desk.</p> <p>Examples:</p> <ul style="list-style-type: none"> • My mom / plays piano / on the weekends. • My dog / eats turkey / with my two cats. • My best friend / plays soccer / in the park. <p>After students have built several sentences, they trade a few cards and create new sentences using a blend of their own and their classmates' sentence components. Once students master this activity, the teacher asks students to build complex sentences by adding cards with subordinating conjunctions, such as "while," "after," "because," "since," etc.</p>
Students share personal preferences and interests and everyday topics and justify their feelings by generating simple sentences and some complex sentences.	Students write short user reviews in the target language to share their opinion of products, media, or services they are familiar with. Students post their comments for the class to see.
Students give information about daily activities, school events, and personal interests by generating simple sentences and some complex sentences.	Students draw a simple picture of a table as well as several common objects on, under, and around their table. Each student then describes their table in the target language to a partner who must replicate their drawing.

Example:

There is a yellow book and a calculator on my table. Underneath my table is an angry octopus eating a piece of cake.

Intermediate Low (IL)
Intercultural & Communities Connections (ICC)

Standard and Objectives

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

- **IL.ICC.1.1** Identify the topic and related information in historical and/or modern texts from the target cultures.
- **IL.ICC.1.2** Compare a few practices, products, and perspectives from the target cultures, when the topics are familiar.

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 - attitudes, ideas, meanings, and values

Practices - patterns of social interactions

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

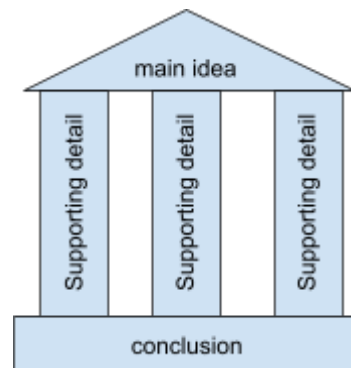
Understand means to grasp the meaning of or to be able to interpret something in one of a number of possible ways.

Clarifications

Students determine the main idea and supporting relevant details in past and/or present authentic texts from the target cultures.

In the Classroom


While reading or listening to a text in the target language, students complete a graphic organizer identifying the main idea, three supporting details, and the conclusion.



Students name and provide similarities and differences of a few products, practices, and perspectives from the target culture when these items are relevant to students' own everyday experience. Examples include products, practices, and perspectives related to food, free time, school, technology, clothing, shopping, etc.

After watching a video about an aspect of daily life in the target culture, students create a Venn Diagram in the target language comparing their own culture with the target culture.

Example:

	
Standard and Objectives	
<p>2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations.</p> <ul style="list-style-type: none"> ● IL.ICC.2.1 Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by asking culturally appropriate questions and answering appropriately. ● IL.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by participating in conversations on familiar 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.

<i>Clarifications</i>	<i>In the Classroom</i>
Students identify basic social norms when interacting with others from target cultures and/or communities of learners by asking proper follow up questions and can negotiate meaning during the exchange. Examples may include using appropriate titles or salutations; gestures, eye contact, and physical proximity; question format; filler words, etc.	<p>Students are provided with an authentic target language document with some information blacked out. Students pair with a classmate who has a complementary document (i.e., has different information blanked out.) Students ask each other for the missing information to complete their documents.</p> <p>Example:</p> <p>Students fill in blanks on complementary maps. Student A: What is next to the hospital? Student B: The library is next to the hospital. What is the name of the road the hospital is on? Student A: The hospital is on Main Street. etc.</p>
Students interact with others from the target culture or communities of learners by taking part in discussion on topics that are relevant to students' own everyday experiences.	<p>Students are provided a grid with a sentence in the target language in each box. Students ask their classmates questions, find one classmate who agrees with each sentence in their grid, and write his or her name in the box. Sentences include details such as adverbs of time, superlatives, various time frames, etc. Students continue the activity until all or most boxes are filled. The teacher holds a class discussion about the most/least common statements.</p> <p>Example sentences:</p> <ul style="list-style-type: none"> • _____ University has the best sports teams. • I cook every week. • I have milked a cow. • I have more than six cousins. • etc.

Example conversation:

Student A: Who is your favorite team?

Student B: I don't like sports.

Student A: Do you like to cook?

Student B: Yes.

Student A: How often?

Student B: I cook once a week.

(Student A writes Student B's name in the relevant box).

Standard and Objectives

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

- **IL.ICC.3.1** Deliver short presentations that describe how practices influence some products or perspectives in the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.
- **IL.ICC.3.2** Present on familiar and everyday topics from the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.

Glossary Terms

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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.

Simple sentences consist of single independent clauses.

<i>Clarifications</i>	<i>In the Classroom</i>
Students give brief presentations that explain how certain practices affect some products or perspectives in the target cultures and/or communities of language learners by generating simple sentences and some complex sentences.	Students write and perform a “culture clash skit” in which a few students act as members of the target culture, but one student acts as a person in the students’ first culture who makes common cultural mistakes. Examples may include a skit showing inappropriate restaurant etiquette, using false cognates, using overly familiar or overly formal language, misreading a date or schedule, showing incorrect etiquette for visiting a home, etc.
Students share details on familiar and everyday topics from the target cultures and/or communities of language learners with an audience by generating simple sentences and some complex sentences.	Students create and narrate a short video in the style of a “Get Ready With Me” video showing their morning routine, typical school day, sports warm up routine, or other sequential activity.

Intermediate Mid (IM)

Interdisciplinary & Literacy Connections Strand

Standard and Objectives

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

- **IM.ILC.1.1** Identify the main idea and key information in informational texts.
- **IM.ILC.1.2** Identify the main idea and key information in fictional texts.

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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 determine the main idea of authentic articles, brochures, charts, infographics, etc. Students identify key relevant details connected to the main idea in such a text.	While listening to a cooking tutorial in the target language, students list the needed ingredients. Then, students sequence a written list of instructions to make the recipe as they listen again.
Students determine the main idea of authentic stories, fables, picture books, poems, etc. Students identify key relevant	Students use the SWBST protocol (Somebody, Wanted, But, So, Then) to summarize an authentic text. For example, students might fill in a

details connected to the main idea in such a text.

chart for the story of *Little Red Riding Hood* in the target language:

	Somebody	Wanted	But	So	Then
1	Little Red Riding Hood				
2	The Wolf				
3		To send cookies to her sick mother			

Sample Responses:

- 1) Little Red Riding Hood wanted to bring cookies to grandma but she met a wolf so her grandma got eaten. Then she was eaten too.
- 2) The wolf wanted lunch, but he didn't know where to get it. So he talked to Little Red Riding Hood. Then he ate both her and her grandma.
- 3) Little Red Riding Hood's mom wanted to send cookies to her sick mother, but her daughter was irresponsible. So her mother was eaten by a wolf. Then her daughter was eaten too.

The teacher may choose to change any element of the chart to strengthen students' interpretation of the text.

Standard and Objectives

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

- **IM.ILC.2.1** Interact to meet needs in a variety of familiar situations, by creating a series of sentences and asking a variety of follow-up questions.
- **IM.ILC.2.2** Express preferences or opinions and provide basic advice on a variety of familiar topics, by creating a series of sentences and asking a variety of follow-up questions.
- **IM.ILC.2.3** Exchange information on familiar and some researched topics, by creating a series of sentences and asking a variety of follow-up questions.

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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.

Series of sentences are independent clauses that are becoming paragraphs and overlap several sublevels across the Intermediate and Advanced proficiency levels.

Clarifications	In the Classroom
Students converse with others to fulfill needs in various familiar contexts using three or more sentences and asking a range of follow up questions.	<p>In small groups, one student draws a random vocabulary word. The student prompts their group to guess the word by providing descriptions, definitions, and examples in the target language.</p> <p>Example:</p>

	<ul style="list-style-type: none"> • “You use this in math class” (a calculator?) “No, it’s made of plastic. It’s used for measuring.” (a ruler) • “This is a place where you swim. (a lake?) “No, it’s smaller than a lake. There is one at the high school.” (a pool) • “This is a place where we keep food.” (a cupboard?) No, it’s cold. (a refrigerator).
Students share personal preferences and offer simple guidance on familiar people, places, objects, and topics using three or more sentences and asking a range of follow up questions.	<p>Students are provided several “Would you rather” question prompts on index cards. In small groups, one student picks an index card to read aloud. Each student shares their preference and explains why in the target language.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • Would you rather move to country A or country B? • Would you rather study history or English in college? • Would you rather have a pet snake or a pet spider? • Would you rather visit the future or the past? • Would you rather give up your favorite food for a year or give up your phone for a month?
Students share information with others on familiar and some studied topics using three or more sentences and asking a range of follow up questions.	After researching a famous speaker/signer of the target language, students select six photos representing objects that would be important to that person. Students write a three-sentence caption for each photo explaining why they selected it. The photo collections are posted for the class to see. Then, students visit their classmates’ collections and add comments and questions.
<i>Standard and Objectives</i>	
<p>3. Presentational Mode: Present information, concepts, and ideas to listeners, readers, or viewers.</p> <ul style="list-style-type: none"> • IM.ILC.3.1 Tell stories about familiar activities, events, and experiences, by creating a series of connected sentences including some complex sentences. • IM.ILC.3.2 State a viewpoint about familiar topics and give some reasons to support it, by creating a series of connected sentences including some complex sentences. • IM.ILC.3.3 Give presentations on familiar topics and some concrete, researched topics, by creating a series of connected sentences including some complex sentences. 	
<i>Glossary Terms</i>	
<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</p>	

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.

Complex sentences consist of an independent clause and one or more dependent clauses; they are most often associated with the Intermediate proficiency level.

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.

Connected sentences refer to a series of sentences that are becoming paragraphs and overlap several sublevels across the Intermediate and Advanced proficiency levels.

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.

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.

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).

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

Clarifications	In the Classroom
Students narrate or share stories about familiar activities, events, and experiences using a connected sequence of three or more sentences, including some complex sentences.	Students create a short comic strip to illustrate a narrative in the target language about their ideal weekend. Students include illustrated frames with three to four sentences per frame and include subordinating conjunctions such as "although," "while," "once," "after," etc.

Students assert their stance on familiar topics and provide some reasons to support it using a connected sequence of three or more sentences, including some complex sentences.	<p>Students create a “dating profile” in the target language with biographical information about themselves along with a profile of the type of person they wish to be matched with. Students incorporate complex structures such as the present perfect, subjunctive, etc. when describing their desired match.</p> <p>Examples: I love sports, so I want my match to be good at basketball. I have never been to Italy, so my match should enjoy traveling.</p>
Students share details on familiar topics and some specific, studied topics from the target cultures and/or communities of language learners with an audience using a connected sequence of three or more sentences, including some complex sentences, in the target language.	<p>Students use the RAFT protocol to write and choose one criterion from each category of the RAFT acronym to define the assignment.</p> <p>Example: R - Role (a farmer, a mother of elementary children, the king, yourself, etc.) A - Audience (a classmate, a customer, a political leader, the principal, etc.) F - Format (a letter, a diary entry, a top 10 list, a poem, an advertisement, etc.) T - Topic (any topic of current study or a researched topic)</p>

<p>Intermediate Mid (IM) Intercultural & Communities Connections (ICC)</p>	
Standard and Objectives	
<p>1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed.</p> <ul style="list-style-type: none"> • IM.ICC.1.1 Identify the main idea and key information in historical and/or modern texts from the target cultures. • IM.ICC.1.2 Compare some practices, products, and perspectives from the target cultures, when the topics are familiar and/or researched. 	
Glossary Terms	
<p>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.</p> <p>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.</p>	

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.

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.

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 determine the main idea and important details in past and/or present authentic texts from the target cultures.	Before reading the text, students work in small groups to interpret a list of 8-10 "mystery phrases" they will encounter while reading. These may be phrases including new vocabulary or just key moments in the narrative. Students share and solidify their understanding of the mystery phrases in a class discussion in

	the target language. Students then read the text, with the mystery phrases blanked out. As they read, students select the correct mystery phrase for each blank.
Students name and provide similarities and differences of some products, practices, and perspectives from the target culture when these items are studied or relevant to students' own everyday experience.	Students read several scenarios or dialogues related to the current topic of study in the target language. Students decide whether each text takes place in a target culture or in their first or home culture, identifying specific evidence in the text to support their conclusion. Then, students discuss how the texts would change if they were revised to take place in a different culture, such as their home culture or a different target culture, by changing practices to reflect those from the target culture.
<i>Standard and Objectives</i>	
2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations. <ul style="list-style-type: none"> ● IM.ICC.2.1 Recognize essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately. ● IM.ICC.2.2 Engage actively with peers from the target culture and/or communities of learners by participating in conversations on familiar topics. 	
<i>Glossary Terms</i>	
<p>Communities 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 "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.</p> <p>Culture(s) 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 "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.</p> <p>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.</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>	

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.

<i>Clarifications</i>	<i>In the Classroom</i>
Students identify key social norms when interacting with others from target cultures and/or communities of learners by responding properly.	<p>Students secretly select one image from a panel of six to eight similar photos. Working in pairs, students guess which image their partner has selected by asking questions in the target language about the details of the photo they have selected.</p> <p>Example questions when looking at six photos of city parks:</p> <ul style="list-style-type: none"> • How many people are in your picture? • Is there a lake in your picture? • What is the weather in your picture? (etc.)
Students actively listen and respond to others from the target culture or communities of learners by taking part in discussion on topics that are relevant to students' own everyday experiences.	<p>The teacher provides a prompt in the target language. In pairs, students work to come to consensus on three items that meet that prompt. Students display their selected items on a whiteboard or share them verbally with the class.</p> <p>Example prompts:</p> <ul style="list-style-type: none"> • Name three reasons sports team A is better than team B. • Name three reasons it would be nice to be a dog. • Name three reasons to get rid of your phone. • Name three reasons not to be a vegan. • Name three problems money can't solve. • Name three qualities of a good teacher / other professional

Standard and Objectives

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

- **IM.ICC.3.1** Deliver short presentations that describe how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.
- **IM.ICC.3.2** Present on familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating a series of connected sentences including some complex sentences.

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; they are most often associated with the Intermediate proficiency level.

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.

Connected sentences refer to a series of sentences that are becoming paragraphs and overlap several sublevels across the Intermediate and Advanced proficiency levels.

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.

Clarifications

In the Classroom

Students give brief presentations that explain how certain perspectives affect some products or practices in the target cultures and/or communities of language learners using a connected sequence of three or more sentences, including some complex sentences.	Students work in small groups to prepare a “Tips for visiting (country)” video in the target language highlighting common areas of cultural differences. Videos may include tips for greeting different people, restaurant etiquette, how to succeed in school, how to dress for different situations, how to grocery shop, how to use public transportation, etc.
Students share details on familiar topics and some specific, studied topics from the target cultures and/or communities of language learners using a connected sequence of three or more sentences, including some complex sentences.	<p>Students write riddles in the target language describing products, activities, or people from the target culture. The teacher requires students to ensure each riddle has three to five clues (including some complex sentences) along with an answer key.</p> <p>Examples: I am a food which French people eat at every meal. I am very soft, unless I am old. I am made in a bakery. What am I? (answer: a baguette)</p> <p>I am a famous person. While I make beautiful art, I am in personal turmoil. Even though I wanted to be a mother, I never had children. I am married to Diego Rivera. Who am I? (answer: Frida Kahlo)</p>

Intermediate High (IH) Interdisciplinary & Literacy Connections (ILC)	
Standard and Objectives	
1. Interpretive Mode: Understand, interpret, and analyze what is heard, read, or viewed. <ul style="list-style-type: none"> • IH.ILC.1.1 Identify the purpose and some supporting details in informational texts. • IH.ILC.1.2 Identify the main story and some 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.

Clarifications	In the Classroom
Students determine the author’s purpose behind an authentic non-fiction text. Students also identify some relevant details connected to the author’s purpose in such a text.	Students read an online biography about a famous target language speaker/signer. Students select information from this source document to complete a form in the target language with personal and biographical information about the famous person.
Students determine the main plot behind an authentic fictional text. Students also identify some relevant details connected to the main plot in such a text.	Students work in small groups to create a poster with an event from the story at the top and two columns labeled “Before” and “After.” In the target language, students write several events that occurred before their event and several that

occurred after. When time is called, students rotate to a new poster with a new event. Students add more “before” and “after” events to their new poster without repeating any information already there. Students continue rotating and adding events until students arrive back at their original poster. Students then sequence these events to create a story summary.

Standard and Objectives

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

- **IH.ILC.2.1** Interact to meet needs in a variety of situations, sometimes involving a complication, by creating connected sentences and asking a variety of questions.
- **IH.ILC.2.2** Explain preferences and opinions and provide advice on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.
- **IH.ILC.2.3** Exchange information in conversations and some discussions on a variety of familiar and some concrete, researched topics, by creating connected sentences and asking a variety of questions.

Glossary Terms

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.

Connected sentences refer to a series of sentences that are becoming paragraphs and overlap several sublevels across the Intermediate and Advanced proficiency levels.

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.

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>
<p>Students converse with others to fulfill needs in various contexts, including some that involve an unexpected conflict or complexity. Students generate a connected sequence of three or more sentences and a range of questions.</p>	<p>Students use a conversation template to guide interpersonal speaking. The conversation template assigns each student a role and provides prompts to guide students in negotiating a misunderstanding or conflict in the target language.</p> <p>Example: <i>Partner A:</i> a non-serious student <i>Partner B:</i> a teacher <i>Partner A:</i> Greet B. Tell them you didn't finish your homework. Ask if you can have an extra day. <i>Partner B:</i> Ask A why they didn't finish on time. <i>Partner A:</i> Explain you were busy yesterday. Tell two things you were doing. <i>Partner B:</i> Tell A this is the third time their homework has been late. Tell them they need to take school more seriously. <i>Partner A:</i> Tell B it's really hard to balance school with your other activities. List three activities you have to do. <i>Partner B:</i> Ask A what time they went to bed last night. <i>Partner A:</i> Answer after midnight. Admit that you were playing video games. <i>Partner B:</i> Tell A that they can turn in their assignment tomorrow, but it will be late. Tell them if it happens again you will call their parents.</p>
<p>Students elaborate on personal preferences and offer guidance on familiar and some specific, studied topics. Students generate a connected sequence of three or more sentences and a range of questions.</p>	<p>Students rotate to several large sheets of paper posted around the classroom. Each paper has a request for advice related to a topic of study. Working silently, students add written advice to each poster in the target language. The teacher then asks students to respond in writing to their classmates' advice.</p>

Students share information with others in conversations and discussions on familiar and some specific, studied topics. Students generate a connected sequence of three or more sentences and a range of questions.

Students write a survey with questions in the target language related to a topic of study. Students verbally administer their survey to several classmates, and then compile the results on a poster or social media post.

Standard and Objectives

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

- **IH.ILC.3.1** Tell stories about familiar events and experiences, by creating short paragraphs with some complex sentences and using various time frames.
- **IH.ILC.3.2** State a viewpoint and provide reasons to support it on familiar or researched topics, by creating short paragraphs with some complex sentences and using various time frames.
- **IH.ILC.3.3** Give detailed presentations on a variety of familiar topics and some concrete, researched topics, by creating short paragraphs with some complex sentences and using various time frames.

Glossary Terms

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.

Complex sentences consist of an independent clause and one or more dependent clauses; they are most often associated with the Intermediate proficiency level.

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.

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.

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 familiar events and experiences in short written paragraphs that include some complex sentences and use a range of appropriate verb tenses or markers, adverbs, and other language structures to communicate time.	Students narrate a paragraph in the target language about what they used to be like as a child and a second paragraph about what they are like today. Students record their narrations or read them to the class.
Students assert their stance on familiar and studied topics and provide reasons to support it when writing short paragraphs that include some complex sentences and use a range of appropriate verb tenses or markers, adverbs, and other language structures to communicate time.	Students write a formal letter in the target language to a prominent leader or politician from the target culture, presenting their perspective on an issue. Students include a brief history of the topic along with reasons supported by research to advocate for their position.
Students deliver in-depth presentations on a range of familiar topics and some specific, studied topics to an audience by generating short paragraphs that include some complex sentences and use a range of appropriate verb tenses or markers, adverbs, and other language structures to communicate time.	After researching a famous person from the target culture, students dress up as the person and give a presentation in the target language in first person entitled "This is My Life."

Intermediate High (IH)
Intercultural & Communities Connections (ICC)

Standard and Objectives

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

- **IH.ICC.1.1** Identify the purpose and some supporting details in historical and/or modern texts from the target cultures.
- **IH.ICC.1.2** Compare many cultural practices, products, and perspectives from the target cultures, when the topics are familiar and/or unfamiliar.

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.

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

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).

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.

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 determine the author's purpose behind a past and/or present authentic text from the target cultures as well as some relevant details that support it.	While watching a video of a debate or discussion on a topic in the target language, students match written position statements to the speaker who would most agree with each statement.
Students name and provide similarities and differences of several products, practices, and perspectives from the target culture when these items are relevant to students' own everyday experiences or when these items are new or less common.	Working individually or in pairs, students draw an illustration of a proverb or famous quote from the target culture and post them around the classroom. Students then receive a list in the target language of all the proverbs or sayings that were illustrated by their classmates plus a few extras. Students circulate the classroom and match each illustration to the correct proverb on their list. After correctly matching each proverb to its illustration, students identify products, practices, and perspectives illustrated in each proverb and brainstorm proverbs that teach a similar lesson from their own culture.
<i>Standard and Objectives</i>	
2. Interpersonal Mode: Interact and negotiate meaning in signed, spoken, or written conversations. <ul style="list-style-type: none"> ● IH.ICC.2.1 Demonstrate understanding of essential social conventions in conversation with peers from the target cultures and/or communities of learners by responding appropriately. ● IH.ICC.2.2 Engage actively with peers from the target cultures and/or communities of learners by participating in conversations on primarily familiar 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.

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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.

Clarifications	In the Classroom
<p>Students show their knowledge of social norms when interacting with others from target cultures and/or communities of learners by responding properly.</p>	<p>Students hold a written discussion on a current topic of study using dialogue journals. Each student writes a paragraph response in the target language to a prompt. Then, students trade papers and react in writing to their classmate’s statement.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> • Make a comment • Ask a question • Share a connection • Agree and give reasons • Disagree and give reasons • Create illustrations/insert digital images <p>Students continue passing the dialogue journal back and forth to continue the conversation.</p>

<p>Students actively listen and respond to others from the target culture or communities of learners by taking part in discussion on topics that are mostly relevant to students' own everyday experiences.</p>	<p>The teacher posts different prompts around the classroom or places them on tables. Students circulate the room, discussing each prompt in the target language as they visit it. Students are encouraged to spend as much time as they like at each prompt, using the target language.</p> <p>Example prompts:</p> <ul style="list-style-type: none"> • Should parents limit their children's social media use? • Teens in the target culture often do x, while teens in our culture tend to do y. Which do you prefer? Explain why. • What is your favorite book / movie / YouTube channel / sports team / etc.? Explain why.
<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"> • IH.ICC.3.1 Deliver presentations that summarize how perspectives influence some products or practices in the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames. • IH.ICC.3.2 Present on a variety of familiar topics and some concrete, researched topics from the target cultures and/or communities of language learners, by creating short paragraphs with some complex sentences and using various time frames. 	
<p><i>Glossary Terms</i></p>	
<p>Communities 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 "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.</p> <p>Complex sentences consist of an independent clause and one or more dependent clauses; they are most often associated with the Intermediate proficiency level.</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>Culture(s) 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 "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to</p>	

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.

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.

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 affect some products or practices in the target cultures and/or communities of language learners by generating short paragraphs that include some complex sentences and use a range of appropriate verb tenses or markers, adverbs, and other language structures to communicate time.	Students research a social issue in the target culture and prepare a slideshow in the target language with four summary slides. <ul style="list-style-type: none"> • Slide 1: history or background of the issue • Slide 2: position A, explained neutrally (without taking a position) • Slide 3: position B (explained neutrally) • Slide 4: What this problem shows us about the perspectives of the target culture
Students share details on a range of familiar topics and some specific, studied topics from the target cultures and/or communities of language learners by generating short paragraphs that include some complex sentences and use a	Students write and illustrate a children's book in the target language that takes place in a target culture. Students practice reading their book to peers. Then, students visit a class of younger students on their own or in a neighboring school to read their books aloud.

range of appropriate verb tenses or markers, adverbs, and other language structures to communicate time.	
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