

# Kentucky Academic Standards



World Language  
Standards July 2021 v 1.1

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>INTRODUCTION</b> .....	<b>5</b>
<i>Background on the Kentucky Academic Standards for World Language</i> .....	<b>5</b>
Kentucky’s Vision for Students.....	6
Legal Basis .....	7
Standards Creation Process .....	8
<b>Writers’ Vision Statement</b> .....	<b>8</b>
Design Considerations .....	9
<b>Standards Use and Development</b> .....	<b>11</b>
The Kentucky Academic Standards (KAS) are Standards, not Curriculum.....	11
Translating the Standards into Curriculum .....	12
Organization of the Standards.....	12
How to Read the Coding of the Standards and Performance Indicators.....	13
How to Read the World Language Standards.....	14
<b><i>KENTUCKY ACADEMIC STANDARDS FOR WORLD LANGUAGE: INTERCULTURAL COMMUNICATION</i></b> .....	<b>15</b>
<b>Intercultural Communication: Investigation and Interaction</b> .....	<b>15</b>
Investigate and Interact Standards and Guiding Questions .....	15
Novice Proficiency Benchmarks and Performance Indicators .....	15
Novice Sample Learning Targets .....	15
Intermediate Proficiency Benchmarks and Performance Indicators .....	16
Intermediate Sample Learning Targets .....	16
Advanced Proficiency Benchmarks and Performance Indicators .....	17
Advanced Sample Learning Targets .....	17

**KENTUCKY ACADEMIC STANDARDS FOR WORLD LANGUAGE: COMMUNICATION..... 19**

**Communication: Interpretive Reading and Interpretive Listening ..... 19**

Interpretive Standard and Guiding Questions..... 19  
Additional Goal Areas..... 19  
Novice Proficiency Benchmarks and Performance Indicators ..... 19  
Novice Sample Learning Targets ..... 20  
Intermediate Proficiency Benchmarks and Performance Indicators ..... 21  
Intermediate Sample Learning Targets ..... 22  
Advanced Proficiency Benchmarks and Performance Indicators ..... 24  
Advanced Sample Learning Targets ..... 24

**Communication: Interpersonal Speaking, Listening and Writing (IS/IL/IW) ..... 27**

Interpersonal Standard and Guiding Questions ..... 27  
Additional Goal Areas..... 27  
Novice Proficiency Benchmarks and Performance Indicators ..... 28  
Novice Sample Learning Targets ..... 28  
Intermediate Proficiency Benchmarks and Performance Indicators ..... 31  
Intermediate Sample Learning Targets ..... 32  
Advanced Proficiency Benchmarks and Performance Indicators ..... 35  
Advanced Sample Learning Targets ..... 36

**Communication: Presentational Writing (PW) and Presentational Speaking (PS) ..... 41**

Presentational Standard and Guiding Questions..... 41

Additional Goal Areas..... 41  
Novice Proficiency Benchmarks and Performance Indicators ..... 41  
Novice Sample Learning Targets ..... 42  
Intermediate Proficiency Benchmarks and Performance Indicators ..... 45  
Intermediate Sample Learning Targets ..... 45  
Advanced Proficiency Benchmarks and Performance Indicators..... 48  
Advanced Sample Learning Targets.....49

**APPENDIX B: WRITING AND REVIEW COMMITTEES..... 52**

## **Kentucky Academic Standards World Language**

### **INTRODUCTION**

#### **Background**

Kentucky is multilingual. With over 140,000 speakers of languages from around the world and billions of dollars in world investments, world language learning and proficiency play an important role in ensuring the success of Kentucky students at home and abroad. Exports by Kentucky businesses continue to break records. To stay competitive, Kentucky needs a multilingual workforce and an international mindset. It is crucial to develop a workforce that can communicate proficiently in more than one language and that understands the perspectives of others. International relationship marketing relies on cultural understanding and communication; to be successful, one must speak the customer's/business partner's language in any field.

Language acquisition also has been shown to increase students' cognitive abilities, mental plasticity and economic opportunities (U.S. Department of Education, 2015). Through this acquisition, students have the potential to earn recognition in the form of the Global Seal of Biliteracy, Global Citizenship Certificate or Advanced Placement (AP)/International Baccalaureate (IB) credit to advance their hiring potential and demonstrate global competency. As a result, world language learning and proficiency are vital aspects of learning and success for students in the Commonwealth to increase their adaptivity, competitiveness, openness to taking risks, and understanding of how they fit in their communities locally and beyond.

Decades into the 21st century, Kentuckians find themselves in places where they are poised to connect to a plurality of cultures through language. Language proficiency is a goal that makes this possible. Equity in access and opportunity affords this possibility to all Kentuckians. Language study, regardless of students' backgrounds and experiences, enhances cultural perspectives, traditions and knowledge. Additionally, language acquisition directly impacts and enhances a speaker's first language literacy (L1). The inclusion of language programs in Kentucky schools offers a powerful social-emotional tool for students of multiple backgrounds. Whether through traditional language classes or dual language immersion programs, a focus on additive bilingualism and multilingualism supports an equity of experience and opportunity for all students. The study of world languages further contributes to students' overall academic preparedness. Aside from the cognitive benefits and its role in student college, career and community readiness, acquisition of additional languages promotes literacy and gives opportunities for students to be biliterate or multiliterate. Thus, through the acquisition of additional languages, students become empowered and equipped.

### **Kentucky's Vision for Students**

The Kentucky Board of Education's (KBE) vision is that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Core values and qualities of good character to make moral and ethical decisions throughout life;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' ability to:
  - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
  - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives;
  - Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility and self-discipline;
  - Become responsible members of a family, work group or community, including demonstrating effectiveness in community service;
  - Think and solve problems in school situations and in a variety of situations they will encounter in life;
  - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; and
  - Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase student attendance rates.
- Increase students' graduation rates and reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.

- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

The Kentucky Department of Education (KDE) also encourages schools to use the *Model Curriculum Framework* to inform development of curricula related to world language courses. The [Model Curriculum Framework](#) (page 2) encourages educators to meet the challenge of helping all students master standards, have a clear vision of what best practice teaching and learning is and a clear road map to follow throughout the year (Ainsworth, 2010).

In the process of developing high-quality curriculum, Kentucky schools and districts must consider the following questions:

- What is the difference between standards and curriculum and instructional resources?
- What is meant by a guaranteed, viable curriculum?
- How do standards, curriculum and instructional resources work together to help create equity for all students in Kentucky?

### **Legal Basis**

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis for this publication:

#### **KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education**

With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

#### **KRS 158.6453 Review of Academic Standards and Assessments**

Beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with post-secondary readiness standards necessary for global competitiveness and with state career and technical education standards. The revisions to the content standards shall:

- Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- Result in fewer but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and

- Ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level.

### **704 KAR 3:305 Individual Learning Plan (ILP)**

Section 2. (1) A district shall implement an advising and guidance process throughout the middle and high schools to provide support for the development and implementation of an individual learning plan for each student.

### **Kentucky Academic Standards for World Language established in 704 KAR Chapter 8:110**

The administrative regulation adopts into law the World Language Standards.

### **Standards Creation Process**

The standards creation process focused heavily on educator involvement. Kentucky teachers understand elementary and secondary academic standards must align with postsecondary readiness standards and with state career and technical education standards. This process helped to ensure students are prepared for the jobs of the future and can compete with those students from other states and nations.

The World Language Advisory Panel was composed of nine teachers. The function of the Advisory Panel was to review the standards and make recommendations for changes to a Review Committee. The World Language Standards Review Committee was composed of six teachers. The function of the Review Committee was to review findings and make recommendations to revise or replace existing standards.

Members of the Advisory Panel and Review Committee were selected based on their expertise in the area of world language, as well as being a practicing teacher in the field of world languages. The selection committee considered statewide representation, as well as, when choosing writers.

### **Writers' Vision Statement**

The Kentucky World Language Advisory Panel and the Review Committee coalesced around a vision for Kentucky students. The teacher writers believed in providing equitable opportunities and capabilities to use language and cultural knowledge to make friendships, develop and grow, and to hone the skills necessary to become successful global citizens. Kentucky language teachers should consider culture as the key component, or hub, around which language acquisition is provided. This helps ensure a rich exposure and understanding of both people, places and practices of the target culture, in turn enabling learners to reflect on these aspects of their own culture. This empowers students to become individuals who are inquirers, empathetic, risk-takers, reflexive and



good communicators. The *Kentucky Academic Standards for World Language* differ from the previous versions in that they intentionally push the focus of culture to the core of the language learning experience; the global competencies are highlighted in more detail, and sample topics related to equity (racial, LGBTQ+, etc.) are specifically included. This document is the result of collaboration and numerous revisions to provide support for the success of world language learners.

The KDE provided the following foundational documents to inform the writing team's work:

- American Council on the Teaching of Foreign Languages. (2012). ACTFL proficiency guidelines 2012. Available from, <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>
- American Council on the Teaching of Foreign Languages. (2017). NCSSFL-ACTFL can-do statements: Performance indicators for language learners. Available from, <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>
- Kaushanskaya, M., Yoo, J., & Marian, M. The effect of second-language experience on native-language processing (2012). *Vigo International Journal of Applied Linguistics*. 2011; 8;54-77.
- The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
- Review of state academic standards documents and frameworks (Colorado, Delaware, New Jersey, Ohio, Jefferson County Public Schools and District of Columbia Public Schools).

The standards also were informed by feedback from the public and world language community. When the *Kentucky Academic Standards for World Language* were open for public feedback, 76 comments were provided through the initial survey and 39 comments were provided in the second survey. Furthermore, the standards received feedback from current world language teachers, retired teachers, administrators, institutes of higher education, parent/guardians and community members. At each stage of the feedback process, data-informed changes were made to ensure the standards would focus on critical knowledge, skills and capacities needed for success in the global economy.

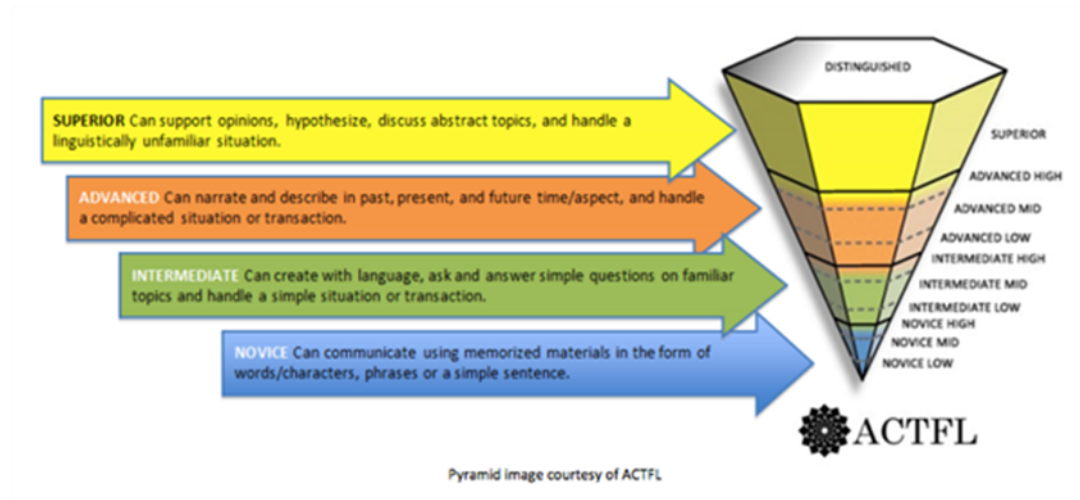
### **Design Considerations**

Design decisions were informed by reviews of current evidenced-based practices, state and national world language standards, and public comments regarding the *Kentucky Academic Standards for World Language*.

- The standards progression was based upon the ACTFL proficiency levels and the NCSSFL-ACTFL can do statements. Acquiring a language is progressive and requires time; ideally programs offer students opportunities for language acquisition in early childhood. The Federal Government's Inter-Agency Language Roundtable (ILR) delineates expected times for learning languages, based on specific language groupings (<https://www.languagetesting.com/how-long-does-it-take>). It

should be noted that these times are in optimal conditions the National Council of State Supervisors for Languages (NCSSFL) and American Council on the Teaching of Foreign Languages (ACTFL) Can Do Statements point to the undeniable role of student motivation in the process. However, the ILR times can serve to underline the importance of time in growing student proficiency level. In 2012, the American Council on the Teaching of Foreign Languages (ACTFL) articulated the progression of language proficiency development in the ACTFL Proficiency Guidelines 2012 ([https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)).

- Function, Accuracy/Comprehensibility, Content/Context and Text Type differ from Novice to Intermediate to Advance to Superior, and specific markers denote the language user’s proficiency level when assessed. The progressive nature of language acquisition forms the spine of the National World-Readiness Standards for Learning Languages and the *Kentucky Academic Standards for World Language*.



- The National World-Readiness Standards for Learning Languages identifies five Goal Areas: Communication, Culture, Connections, Comparisons and Communities. These five “C” goal areas are accepted by the profession as integrated and interlocking (ACTFL, 2017). In 2017, the National Council of State Supervisors for Languages (NCSSFL) along with ACTFL published the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication, referring to intercultural communication as “the use of culturally appropriate verbal and nonverbal skills to build relationships with people of different cultures.” The *Kentucky Academic Standards for World Language*, therefore, matches the national document in expanding both on communication and intercultural communication.

- The *KAS for World Language* provides connections to other content area standards to facilitate cross curricular learning and instruction. It also seeks to integrate the additional goal areas of Connections, Comparisons and Communities. As these are interconnected, the sample learning targets for these goal areas can be easily identified within a variety of categories. Through it all, culture and interculturality serve as primary drivers of instruction. Additionally, equity and inclusion guided the development of this document. In accordance with the unifying goals of world language education, it is crucial to recognize the value of world languages for *all* students.
- In order to match the *World-Readiness Standards for Learning Languages* and to align the document to the needs of American Sign Language learning, language has been introduced to account for receptive and expressive signing. These have been included in sub-headings for sample learning targets in interpretive as “viewed,” interpersonal as “signing” and presentational as “signed.”
- The teacher writers included types of sample activities to empower teachers to use a variety of inclusive communicative and cultural topics.

### **The Kentucky Academic Standards (KAS) are Standards, not Curriculum**

The *Kentucky Academic Standards for World Language* outline the minimum standards Kentucky students should learn at the conclusion of the world language program. The standards address a foundational framework of what is to be learned, but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law.

### **Translating the Standards into Curriculum**

The KDE does not require specific curriculum or strategies to be used to teach the Kentucky Academic Standards (KAS). Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum according to KRS 158.6453, which outlines the SBDM's role in determining curriculum. As educators implement academic standards, they, along with community members, must guarantee 21st-century readiness that will ensure all learners are transition-ready. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The Kentucky *Model Curriculum Framework* is a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, offering background information and exercises to generate “future-oriented” thinking while suggesting a process for designing and reviewing local curriculum.

### **Organization of the Standards**

The architecture most effectively expresses the elements of focus for the *Kentucky Academic Standards for World Language*. The document is divided into several key components, including goal areas, modes, standards, guiding questions, proficiency benchmarks, performance indicators and sample learning targets that are integral aspects of language learning.

- **Goal Areas** – Communication, Intercultural Communication, Connections, Comparisons and Communities
- **Modes** – The three modes of communication including interpretive (reading, listening, and viewing), interpersonal (speaking, writing, and signing), and finally presentational (speaking, writing, and signing). There are two modes of intercultural communication: investigate (products and practices) and interact (language and behavior). Abbreviations used are:
  - IR/IL - Interpretative Reading and Interpretive Listening
  - IS/IL/IW - Interpersonal Speaking, Interpersonal Listening and Interpersonal Writing
  - PW/PS - Presentational Writing and Presentational Speaking
  - INV- Investigate Products and Practices
  - INT- Interact Language and Behaviors

The Connections, Comparisons and Communities are interwoven throughout the standards document as they provide the context for the modes of communication.

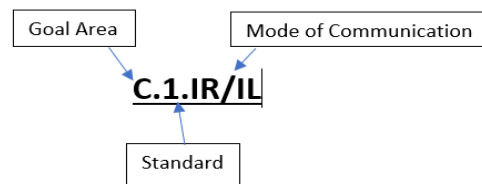
- **Standard** – The mission and vision that drives all language-learning decisions.
- **Guiding Questions** – Ask what the students should be able to accomplish using a mode of communication.
- **Proficiency Benchmarks** - Establish the expectations for learner performance at the identified proficiency level and support both students and educators in goal setting. Major proficiency levels are subsequently divided by sub-levels (Low, Mid and

High) to match the ACTFL Proficiency Guidelines 2012. The proficiency benchmarks are listed with their respective performance indicators and sample learning targets.

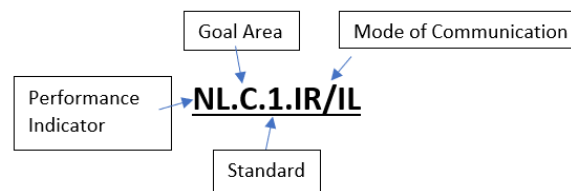
- **Performance Indicators** – “*I can*” statements aligned to the guiding questions demonstrating what students should be able to do at that proficiency level.
- **Sample Learning Targets** – Examples of ways to illustrate language performance in a variety of contexts that can help inform instruction. Sample learning targets include a variety of examples that can relate back to the additional goals but are not exhaustive and not limited to only one goal area.

### How to Read the Coding of the Standards and Performance Indicators

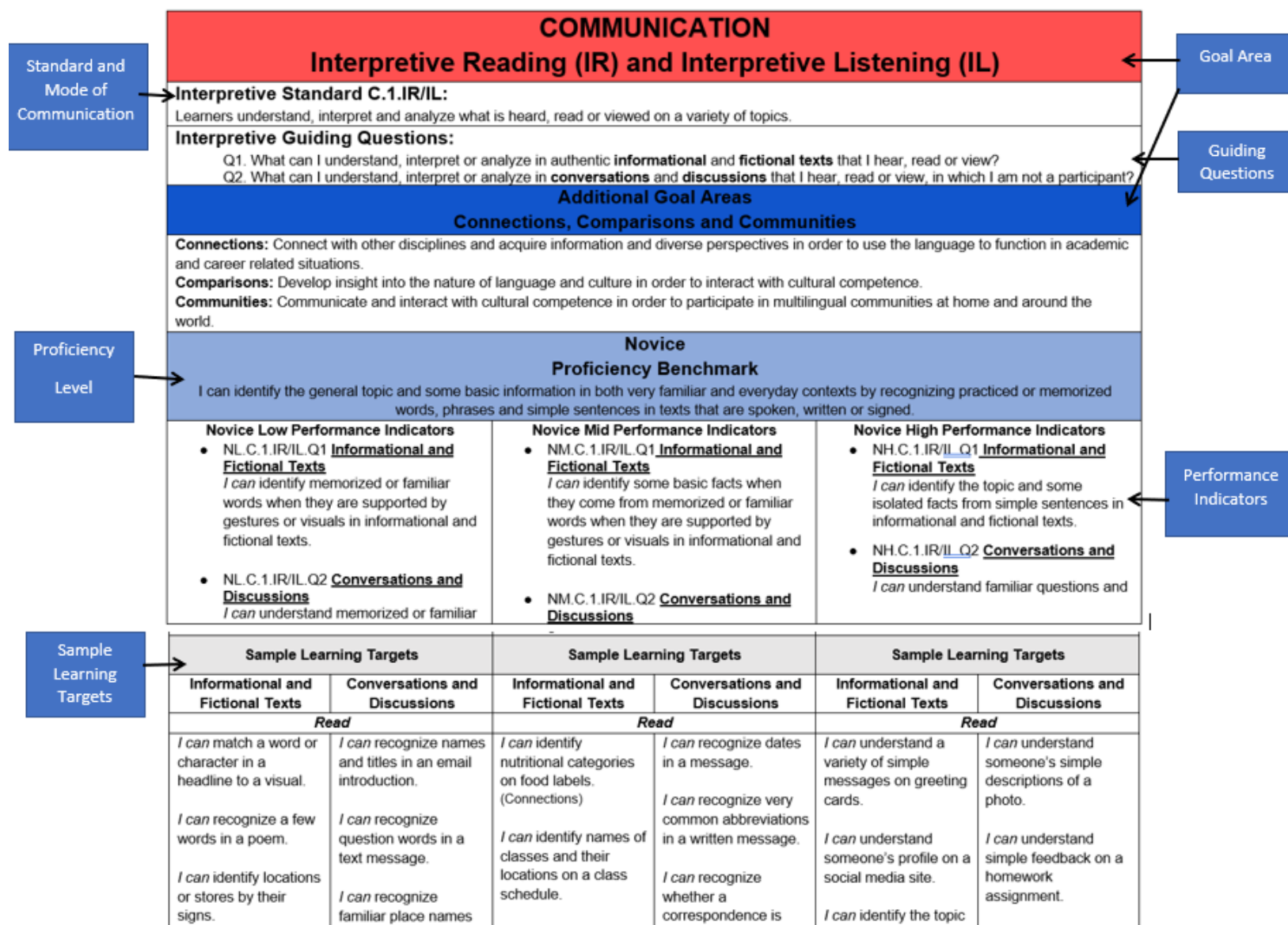
- The Standard coding begins with the goal area, followed by the standard number and then by the mode of communication.



- Within each Standard, the Performance Indicator begins with the performance level, goal area, followed by the standard number and then by the mode of communication.



## How to Read the World Language Standards



# INTERCULTURAL COMMUNICATION (ICC)

## Investigation and Interaction

<p><b>Investigate Standard ICC.1.INV:</b> Learners use the language to investigate, explain and reflect on the relationship between the products and practices of the cultures studied.</p>	<p><b>Interact Standard ICC.2.INT:</b> Learners use the language to investigate, explain and reflect on the relationship between the language and behavior of the cultures studied.</p>
<p><b>Guiding Questions:</b></p> <p>Q1. What cultural products can I identify/compare/explain in my own and other cultures?</p> <p>Q2. What cultural practices can I identify/compare/explain in my own and other cultures?</p>	<p><b>Guiding Questions:</b></p> <p>Q1. How can I communicate with others from the target culture while showing cultural awareness/interest/understanding?</p> <p>Q2. How can I interact with others from the target culture and demonstrate culturally appropriate behaviors?</p>
<p><b>Novice Proficiency Benchmark</b></p> <p>In my own and other cultures, I can identify products and practices to help me understand perspectives.</p>	<p><b>Novice Proficiency Benchmark</b></p> <p>I can interact at a survival level in some familiar everyday contexts.</p>
<p><b>Novice Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>● N.ICC.1.INV.Q1 <b>Products</b> In my own and other cultures, <i>I can</i> identify some typical products related to familiar everyday life.</li> <li>● N.ICC.1.INV.Q2 <b>Practices</b> In my own and other cultures, <i>I can</i> identify some typical practices related to familiar everyday life.</li> </ul>	<p><b>Novice Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>● N.ICC.2.INT.Q1 <b>Language</b> <i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</li> <li>● N.ICC.2.INT.Q2 <b>Behavior</b> <i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</li> </ul>
<p><b>Sample Learning Targets</b></p>	<p><b>Sample Learning Targets</b></p>
<p><b><i>Products and Practices</i></b></p>	<p><b><i>Language and Behavior</i></b></p>
<p>In my own and other cultures, <i>I can</i> identify how culture is reflected in currencies.</p>	<p><i>I can</i> use rehearsed language and behaviors when purchasing items in a familiar setting.</p>

<p>In my own and other cultures, <i>I can</i> identify familiar landmarks and monuments and what they represent to people.</p> <p>In my own and other cultures, <i>I can</i> interpret simple schedules and consider how people think about time.</p> <p>In my own and other cultures, <i>I can</i> identify whom people consider to be part of their family and how they may differ from the norm.</p> <p>In my own and other cultures, <i>I can</i>...</p>	<p><i>I can</i> speak and act appropriately when purchasing an entrance ticket to a landmark or historical site relating to a social justice issue.</p> <p><i>I can</i> schedule a call or video conference with a peer in the target culture with awareness of time differences and the other’s schedules.</p> <p><i>I can</i> appropriately address members of a family who represent different generations and genders.</p> <p><i>I can</i>...</p>
<p style="text-align: center;"><b>Intermediate Proficiency Benchmark</b></p> <p style="text-align: center;">In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p>	<p style="text-align: center;"><b>Intermediate Proficiency Benchmark</b></p> <p style="text-align: center;">I can interact at a functional level in some familiar contexts.</p>
<p><b>Intermediate Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>● I.ICC.1.INV.Q1 <b>Products</b> In my own and other cultures, <i>I can</i> compare products related to everyday life and personal interests or studies.</li> <li>● I.ICC.1.INV.Q2 <b>Practices</b> In my own and other cultures, <i>I can</i> compare practices related to everyday life and personal interests or studies.</li> </ul>	<p><b>Intermediate Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>● I.ICC.2.INT.Q1 <b>Language</b> <i>I can</i> converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences.</li> <li>● I.ICC.2.INT.Q2 <b>Behavior</b> <i>I can</i> recognize that significant behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</li> </ul>
<p style="text-align: center;"><b>Sample Learning Targets</b></p>	<p style="text-align: center;"><b>Sample Learning Targets</b></p>
<p style="text-align: center;"><b><i>Products and Practices</i></b></p>	<p style="text-align: center;"><b><i>Language and Behavior</i></b></p>
<p>In my own and other cultures, <i>I can</i> compare how and why houses, buildings and towns affect lifestyles.</p>	<p><i>I can</i> use learned behaviors when visiting someone’s home or business and notice when I make a cultural mistake regarding a social aspect of culture. (Connections)</p>



<p>In my own and other cultures, <i>I can</i> compare and contrast how people and why they do so. (Comparisons)</p> <p>In my own and other cultures, <i>I can</i> identify and compare the values expressed by the ways people celebrate holidays or festivals. (Connections)</p> <p>In my own and other cultures, <i>I can</i> compare how food is organized on a nation's food plate/pyramid and how it reflects factors such as geography, economy, attitudes toward health, etc.</p> <p>In my own and other cultures, <i>I can</i>...</p>	<p><i>I can</i> work with a partner class in the target culture to survey everyone's views toward another culture or group within that culture to identify common stereotypes. (Comparisons)</p> <p><i>I can</i> adjust the way I dress to make it appropriate for a celebration or event.</p> <p><i>I can</i> demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink.</p> <p><i>I can</i>...</p>
<p style="text-align: center;"><b>Advanced Proficiency Benchmark</b></p> <p style="text-align: center;">In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.</p>	<p style="text-align: center;"><b>Advanced Proficiency Benchmark</b></p> <p style="text-align: center;">I can interact at a competent level in familiar and some unfamiliar contexts.</p>
<p><b>Advanced Performance Indicators for Products:</b></p> <ul style="list-style-type: none"> <li>● A.ICC.1.INV.Q1 <b>Products</b> In my own and other cultures, <i>I can</i> explain how a variety of products of public and personal interest are related to perspectives.</li> <li>● A.ICC.1.INV.Q2 <b>Practices</b> In my own and other cultures, <i>I can</i> explain how a variety of practices within familiar and social situations are related to perspectives.</li> </ul>	<p><b>Advanced Performance Indicators</b></p> <ul style="list-style-type: none"> <li>● A.ICC.2.INT.Q1 <b>Language</b> <i>I can</i> converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</li> <li>● A.ICC.2.INT.Q2 <b>Behavior</b> <i>I can</i> demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</li> </ul>
<p style="text-align: center;"><b>Sample Learning Targets</b></p>	<p style="text-align: center;"><b>Sample Learning Targets</b></p>
<p style="text-align: center;"><b><i>Products and Practices</i></b></p>	<p style="text-align: center;"><b><i>Language and Behavior</i></b></p>
<p>In my own and other cultures, <i>I can</i> explain the degree to which society supports a variety of make-ups and the values those families have.</p>	<p><i>I can</i> interact appropriately at a family event based on cultural norms and family dynamics.</p>

In my own and other cultures, *I can* explain how sports and leisure activities reflect personal, cultural and national identity. (Comparisons, Communities)

In my own and other cultures, *I can* explain how the expectations associated with celebrating a holiday or festival influence behavior

In my own and other cultures, *I can* explain how globalized practices impact individual lifestyles. (Connections)

In my own and other cultures, *I can*...

*I can* help teach a new game to members of the target culture to build relationships.

*I can* offer an appropriate gift in a socially conventional manner, including appropriate language, as a guest at a birthday, dinner or holiday celebration.

*I can* adjust my behavior and language appropriately to the culture of a family with whom I am staying. (Communities)

*I can*...

# COMMUNICATION

## Interpretive Reading (IR) and Interpretive Listening (IL)

### Interpretive Standard C.1.IR/IL:

Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.

### Interpretive Guiding Questions:

Q1. What can I understand, interpret or analyze in authentic **informational** and **fictional texts** that I hear, read or view?

Q2. What can I understand, interpret or analyze in **conversations** and **discussions** that I hear, read or view, in which I am not a participant?

### Additional Goal Areas

#### Connections, Comparisons and Communities

**Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

**Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence.

**Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

### Novice

#### Proficiency Benchmark

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.

#### Novice Low Performance Indicators

- NL.C.1.IR/IL.Q1 **Informational and Fictional Texts**  
*I can* identify memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts.
- NL.C.1.IR/IL.Q2 **Conversations and Discussions**  
*I can* understand memorized or familiar

#### Novice Mid Performance Indicators

- NM.C.1.IR/IL.Q1 **Informational and Fictional Texts**  
*I can* identify some basic facts when they come from memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts.
- NM.C.1.IR/IL.Q2 **Conversations and Discussions**

#### Novice High Performance Indicators

- NH.C.1.IR/IL.Q1 **Informational and Fictional Texts**  
*I can* identify the topic and some isolated facts from simple sentences in informational and fictional texts.
- NH.C.1.IR/IL.Q2 **Conversations and Discussions**  
*I can* understand familiar questions and

words when they are supported by gestures or visuals in conversations.		<i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.		statements from simple sentences in conversations.	
<b>Sample Learning Targets</b>		<b>Sample Learning Targets</b>		<b>Sample Learning Targets</b>	
<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>
<i>Read</i>		<i>Read</i>		<i>Read</i>	
<p><i>I can</i> match a word or character in a headline to a visual.</p> <p><i>I can</i> recognize a few words in a poem.</p> <p><i>I can</i> identify locations or stores by their signs.</p> <p><i>I can</i> identify labels on a recycling bin.</p> <p><i>I can...</i></p>	<p><i>I can</i> recognize names and titles in an email introduction.</p> <p><i>I can</i> recognize question words in a text message.</p> <p><i>I can</i> recognize familiar place names in a travel description.</p> <p><i>I can...</i></p>	<p><i>I can</i> identify nutritional categories on food labels. (Connections)</p> <p><i>I can</i> identify names of classes and their locations on a class schedule.</p> <p><i>I can</i> identify my departure and arrival times from a transportation schedule.</p> <p><i>I can</i> understand what information is provided on an ID card.</p> <p><i>I can...</i></p>	<p><i>I can</i> recognize dates in a message.</p> <p><i>I can</i> recognize very common abbreviations in a written message.</p> <p><i>I can</i> recognize whether a correspondence is formal or informal.</p> <p><i>I can</i> understand the time in a meeting request.</p> <p><i>I can</i></p>	<p><i>I can</i> understand a variety of simple messages on greeting cards.</p> <p><i>I can</i> understand someone's profile on a social media site.</p> <p><i>I can</i> identify the topic of a literary work on a relevant social issue.</p> <p><i>I can</i> understand a journal entry that talks about another's food likes and dislikes. (Comparisons)</p> <p><i>I can...</i></p>	<p><i>I can</i> understand someone's simple descriptions of a photo.</p> <p><i>I can</i> understand simple feedback on a homework assignment.</p> <p><i>I can</i> understand questions about class schedules in a text message.</p> <p><i>I can</i> understand a comparison of a peer's classes and teachers. (Comparisons)</p> <p><i>I can...</i></p>

Informational and Fictional Texts	Conversations and Discussions	Informational and Fictional Texts	Conversations and Discussions	Informational and Fictional Texts	Conversations and Discussions
<i>Heard and Viewed</i>		<i>Heard and Viewed</i>		<i>Heard and Viewed</i>	
<p><i>I can</i> understand a cell phone number.</p> <p><i>I can</i> follow instructions for simple class routines.</p> <p><i>I can</i> recognize a few familiar words from a music video. (Comparisons)</p> <p><i>I can</i> recognize a character's name in a folk tale.</p> <p><i>I can...</i></p>	<p><i>I can</i> recognize when greetings and leave-taking are expressed.</p> <p><i>I can</i> recognize a few individual question words in a conversation among visitors in school.</p> <p><i>I can</i> recognize familiar names of places discussed on a tour.</p> <p><i>I can...</i></p>	<p><i>I can</i> identify some phrases describing a character in a story.</p> <p><i>I can</i> identify some phrases from a read aloud story.</p> <p><i>I can</i> recognize a familiar memorized line from a poem.</p> <p><i>I can</i> recognize some events from a story timeline.</p> <p><i>I can...</i></p>	<p><i>I can</i> understand when someone asks a person's name.</p> <p><i>I can</i> recognize a time or date when plans for an event are discussed.</p> <p><i>I can</i> recognize a time or date when plans for an event are discussed. (Communities)</p> <p><i>I can</i> understand simple instructions given by a parent to a child on the playground.</p> <p><i>I can...</i></p>	<p><i>I can</i> follow a video on how to play a simple game.</p> <p><i>I can</i> understand when a sports announcer introduces the team players.</p> <p><i>I can</i> identify some of the events in a video streamed show.</p> <p><i>I can</i> understand someone's simple physical description of skin, hair or eye color.</p> <p><i>I can...</i></p>	<p><i>I can</i> sometimes understand to whom people are directing their conversation.</p> <p><i>I can</i> understand someone's simple descriptions of a family photo.</p> <p><i>I can</i> understand questions about someone's social schedule.</p> <p><i>I can...</i></p>

### Intermediate

### Proficiency Benchmark

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.

#### Intermediate Low Performance Indicators

- IL.C.1.IR/IL.Q1 **Informational and**

#### Intermediate Mid Performance Indicators

- IM.C.1.IR/IL.Q1 **Informational and**

#### Intermediate High-Performance Indicators

- IH.C.1.IR/IL.Q1 **Informational and**

<p><b><u>Fictional Texts</u></b>  <i>I can</i> identify the topic and related information from simple sentences in short informational and fictional texts.</p> <ul style="list-style-type: none"> <li>IL.C.1.IR/IL.Q2 <b><u>Conversations and Discussions</u></b>  <i>I can</i> identify the main idea in short conversations.</li> </ul>		<p><b><u>Fictional Texts</u></b>  <i>I can</i> understand the main idea and key information in short straightforward fictional and informational texts.</p> <ul style="list-style-type: none"> <li>IM.C.1.IR/IL.Q2 <b><u>Conversations and Discussions</u></b>  <i>I can</i> identify the main idea and key information in short straightforward conversations.</li> </ul>		<p><b><u>Fictional Texts</u></b>  <i>I can</i> usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length fictional and informational texts.</p> <ul style="list-style-type: none"> <li>IH.C.1.IR/IL.Q2 <b><u>Conversations and Discussions</u></b>  <i>I can</i> usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.</li> </ul>	
<b>Sample Learning Targets</b>		<b>Sample Learning Targets</b>		<b>Sample Learning Targets</b>	
<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>
<b><i>Read</i></b>		<b><i>Read</i></b>		<b><i>Read</i></b>	
<p><i>I can</i> understand some information on job postings. (Connections)</p> <p><i>I can</i> understand recipe recommendations on a food package.</p> <p><i>I can</i> identify some major events in a children’s storybook.</p>	<p><i>I can</i> follow text messages among friends about what to wear for an occasion. (Comparisons)</p> <p><i>I can</i> understand the purpose of personal messages on an online platform</p> <p><i>I can</i> understand responses on an online forum to questions about</p>	<p><i>I can</i> understand product information in an ad.</p> <p><i>I can</i> understand essential information in a feature story in a magazine.</p> <p><i>I can</i> identify the beginning, middle, and end of a short story.</p> <p><i>I can</i> identify the main idea of a simple poem.</p>	<p><i>I can</i> understand a text conversation among teammates about a sporting event.</p> <p><i>I can</i> understand a virtual conversation to plan a collaborative project.</p> <p><i>I can</i> understand basic questions or statements exchanged</p>	<p><i>I can</i> understand information provided in a travel guide about an historical site.</p> <p><i>I can</i> understand website descriptions of the daily life of someone from Kentucky living in the target culture.</p> <p><i>I can</i> follow directions to do a science experiment.</p>	<p><i>I can</i> understand the main points of an argument between two people in a blog posting.</p> <p><i>I can</i> understand a text conversation between two friends discussing what they did last weekend.</p> <p><i>I can</i> understand peer feedback on an end of course project.</p>

<i>I can</i> understand a few lines in a song. (Connections)  <i>I can...</i>	recommendations for a restaurant.  <i>I can...</i>	<i>I can...</i>	during a video conference.  <i>I can...</i>	<i>I can</i> understand the basic instructions for playing a video game.  <i>I can...</i>	<i>I can...</i>
<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>
<b><i>Heard and Viewed</i></b>		<b><i>Heard and Viewed</i></b>		<b><i>Heard and Viewed</i></b>	
<i>I can</i> understand a voicemail reminding me of the details of an appointment.  <i>I can</i> understand a broadcaster's questions to participants in a political demonstration. (Communities)  <i>I can</i> select a book that matches my interests based on an online radio streamed book review.  <i>I can</i> identify the pattern of rhymes in a nursery rhyme.	<i>I can</i> understand the place, time, and purpose that someone mentions in an invitation.  <i>I can</i> follow a conversation friends have about what they are wearing for an occasion.  <i>I can</i> understand diners discussing what to order at a restaurant.  <i>I can...</i>	<i>I can</i> identify the order of key events from a simple story read aloud.  <i>I can</i> understand a simple everyday action movie scene.  <i>I can</i> understand live or recorded introductions and descriptions by students from a partner school.  <i>I can</i> identify the beginning, middle, and end of an audio short story.  <i>I can...</i>	<i>I can</i> understand a conversation by peers talking about a local event.  <i>I can</i> understand a conversation in which speakers are deciding on a collaborative project.  <i>I can</i> understand a conversation about the cost and availability of an item between a customer and a salesperson. (Communities)  <i>I can...</i>	<i>I can</i> understand the recorded descriptions of avatars in a new video game.  <i>I can</i> understand the directions of a GPS to a familiar location.  <i>I can</i> understand some points of a lecture on a common environmental issue.  <i>I can</i> follow the major events of a traveler's experience narrated in a radio report.  <i>I can</i> follow the master of ceremonies' congratulations and simple general	<i>I can</i> understand simple questions posed in an interview of a celebrity.  <i>I can</i> understand broadcasters discussing severe weather events.  <i>I can</i> understand a conversation between two friends discussing last weekend's activities.  <i>I can</i> understand the main points in an argument between two people in public.  <i>I can...</i>

<i>I can...</i>				comments at a special event.	<i>I can...</i>
<b>Advanced Proficiency Benchmark</b> I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.					
<b>Advanced Low Performance Indicators</b> <ul style="list-style-type: none"> <li>AL.C.1.IR/IL.Q1 <b><u>Informational and Fictional Texts</u></b> <i>I can</i> identify the underlying message and some supporting details across major time frames in fictional and descriptive informational texts.</li> <li>AL.C.1.IR/IL.Q2 <b><u>Conversations and Discussions</u></b> <i>I can</i> identify the main message and some supporting details across major time frames in conversations and discussions.</li> </ul>		<b>Advanced Mid Performance Indicators</b> <ul style="list-style-type: none"> <li>AM.C.1.IR/IL.Q1 <b><u>Informational and Fictional Texts</u></b> <i>I can</i> understand the underlying message and most supporting details across major time frames in fictional and descriptive informational texts.</li> <li>AM.C.1.IR/IL.Q2 <b><u>Conversations and Discussions</u></b> <i>I can</i> understand the main message and most supporting details across major time frames in conversations and discussions.</li> </ul>		<b>Advanced High-Performance Indicators</b> <ul style="list-style-type: none"> <li>AH.C.1.IR/IL.Q1 <b><u>Informational and Fictional Texts</u></b> <i>I can</i> follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within fictional and informational texts.</li> <li>AH.C.1.IR/IL.Q2 <b><u>Conversations and Discussions</u></b> <i>I can</i> follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.</li> </ul>	
<b>Sample Learning Targets</b>		<b>Sample Learning Targets</b>		<b>Sample Learning Targets</b>	
<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>	<b>Informational and Fictional Texts</b>	<b>Conversations and Discussions</b>
<i>Read</i>		<i>Read</i>		<i>Read</i>	



<p><i>I can</i> understand some events described in an excerpt from an historical journal.</p> <p><i>I can</i> read movie reviews to choose what to watch.</p> <p><i>I can</i> read a catalogue of course descriptions to choose my classes.</p> <p><i>I can</i> understand the moral lesson expressed in a fable.</p> <p><i>I can...</i></p>	<p><i>I can</i> understand a discussion about home remodeling on a designer's blog.</p> <p><i>I can</i> understand an email thread about someone's wedding plans.</p> <p><i>I can</i> understand a chat room conversation where people express concerns about an upcoming election.</p> <p><i>I can</i> understand reactions and responses in an electronic discussion about a new law. (Communities)</p> <p><i>I can...</i></p>	<p><i>I can</i> follow a cover letter and résumé for a professional position. (Connections)</p> <p><i>I can</i> understand a message explaining details about the rescheduling of an event.</p> <p><i>I can</i> follow the chronology of a novel's plot.</p> <p><i>I can</i> follow the line of argument in a character's monologue.</p> <p><i>I can...</i></p>	<p><i>I can</i> understand the detailed comments about someone's posted book review.</p> <p><i>I can</i> understand a person's description about their immigration or refugee experience.</p> <p><i>I can</i> understand family members' reactions to important life experiences on a photo sharing site.</p> <p><i>I can...</i></p>	<p><i>I can</i> follow an author's analysis of a personal reflection on a cultural experience (Communities)</p> <p><i>I can</i> understand an apartment rental contract with its rules and regulations</p> <p><i>I can</i> follow the development of a character.</p> <p><i>I can</i> infer the relationships among characters in a novel based on their actions.</p> <p><i>I can...</i></p>	<p><i>I can</i> follow students discussing the pros and cons of various career paths in an online chat.</p> <p><i>I can</i> understand an online conversation about the logistics of renting a place through a home-sharing web site.</p> <p><i>I can</i> understand a blog conversation about how to avoid the pitfalls of online dating.</p> <p><i>I can...</i></p>
<p><b>Informational and Fictional Texts</b></p>	<p><b>Conversations and Discussions</b></p>	<p><b>Informational and Fictional Texts</b></p>	<p><b>Conversations and Discussions</b></p>	<p><b>Informational and Fictional Texts</b></p>	<p><b>Conversations and Discussions</b></p>
<p><i>Heard and Viewed</i></p>		<p><i>Heard and Viewed</i></p>		<p><i>Heard and Viewed</i></p>	

<p><i>I can</i> understand the reasons for a character's transformation in a play.</p> <p><i>I can</i> identify the historical values expressed in an epic poem. (Connections, Comparisons)</p> <p><i>I can</i> understand short presentations about famous people in history.</p> <p><i>I can</i> understand the main points of a recorded short story.</p> <p><i>I can...</i></p>	<p><i>I can</i> understand the discussion about the remodeling of a room between an interior designer and a customer.</p> <p><i>I can</i> understand the feelings expressed by friends about their parents or relatives.</p> <p><i>I can</i> follow a video conferencing session where participants are talking about a planned environmental project.</p> <p><i>I can</i> understand a conversation where friends express their concerns about an upcoming election. (Comparisons)</p> <p><i>I can...</i></p>	<p><i>I can</i> follow a virtual city tour.</p> <p><i>I can</i> understand the running commentary of a sporting event.</p> <p><i>I can</i> follow the complex chronology of a play's plot.</p> <p><i>I can</i> identify what motivated the main character to commit a crime in a detective show.</p> <p><i>I can...</i></p>	<p><i>I can</i> understand family members sharing life experiences.</p> <p><i>I can</i> understand the detailed description of a recent trip discussed among tour participants.</p> <p><i>I can</i> understand a conversation among employees going on strike.</p> <p><i>I can</i> understand a conversation among children about what they would like to be and why when they grow up.</p> <p><i>I can...</i></p>	<p><i>I can</i> infer the relationships among characters in a drama based on their actions.</p> <p><i>I can</i> follow the development of a character in an audio book.</p> <p><i>I can</i> follow an interview where an author elaborates on the creation of characters in a novel I've read.</p> <p><i>I can</i> usually understand a speaker's exaggerated satirical remarks.</p> <p><i>I can...</i></p>	<p><i>I can</i> understand details discussed in an investigation between the police and an accident victim.</p> <p><i>I can</i> follow students discussing the benefits of study abroad.</p> <p><i>I can</i> follow a discussion about the latest trends in fashion designs.</p> <p><i>I can...</i></p>
---	--	---	--	---	---

# COMMUNICATION

## Interpersonal Speaking, Listening and Writing (IS/IL/IW)

### Interpersonal Standard C.2.IS/IL/IW:

Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions.

### Interpersonal Guiding Questions:

- Q1. How can I **exchange information and ideas** in conversations?
- Q2. How can I **meet my needs** or **address situations** in conversations?
- Q3. How can I **express, react to and support preferences and opinions** in conversations?

### Additional Goal Areas

#### Connections, Comparisons and Communities

**Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

**Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence.

**Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

### Novice

#### Proficiency Benchmark

I can communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.

#### Novice Low Performance Indicators

- NL.C.2.IS/IL/IW.Q1 **Exchange Information and Ideas**  
*I can* provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

#### Novice Mid Performance Indicators

- NM.C.2.IS/IL/IW.Q1 **Exchange Information and Ideas**  
*I can* request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of

#### Novice High Performance Indicators

- NH.C.2.IS/IL/IW.Q1 **Exchange Information and Ideas**  
*I can* request and provide information by asking and answering practice and some original questions on familiar and everyday topics, using simple sentences most of the time.

<ul style="list-style-type: none"> <li>NL.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>NL.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>			<p>practiced or memorized words, phrases, and simple sentences.</p> <ul style="list-style-type: none"> <li>NM.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>NM.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> </ul>			<ul style="list-style-type: none"> <li>NH.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</li> <li>NH.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</li> </ul>		
Sample Learning Targets			Sample Learning Targets			Sample Learning Targets		
Information and Ideas	Needs and Situations	Preferences and Opinions	Information and Ideas	Needs and Situations	Preferences and Opinions	Information and Ideas	Needs and Situations	Preferences and Opinions
Speaking & Listening, Signing (Expressive & Receptive)			Speaking & Listening, Signing (Expressive & Receptive)			Speaking & Listening, Signing (Expressive & Receptive)		
<i>I can</i> introduce myself when I meet people.  <i>I can</i> answer questions	<i>I can</i> respond to personal questions such as my name, age, or family.	<i>I can</i> say if I feel well, so-so, or sick.  <i>I can</i> identify my favorite people,	<i>I can</i> ask who, what, where or when questions about a party.	<i>I can</i> introduce someone else and ask related questions.	<i>I can</i> exchange preferences with my friends about our likes and dislikes.	<i>I can</i> exchange information about things to do in my town. (Communities)	<i>I can</i> ask for directions when I'm lost. (Communities)  <i>I can</i> exchange	<i>I can</i> compare schedules with a friend to identify who has a

<p>about who is in my family.</p> <p><i>I can</i> answer questions about my favorite weekend activities.</p> <p><i>I can</i> respond when asked to name the style of music I am playing.</p> <p><i>I can...</i></p>	<p><i>I can</i> say how much money I need to pay for my lunch. (Connections)</p> <p><i>I can</i> compare some cognates to words in my own language that sound similar. (Comparison)</p> <p><i>I can...</i></p>	<p>places, or things from a list.</p> <p><i>I can</i> say what sport I play.</p> <p><i>I can</i> say what food I like or dislike.</p> <p><i>I can...</i></p>	<p><i>I can</i> respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 equals 6). (Connections)</p> <p><i>I can</i> contribute to a conversation about music styles by giving an example of a style I like.</p> <p><i>I can</i> share the time and date of an upcoming community event. (Communities)</p> <p><i>I can...</i></p>	<p><i>I can</i> say that I am hungry, cold, or tired and ask others.</p> <p><i>I can</i> ask and answer questions about homework.</p> <p><i>I can</i> politely ask someone to repeat something I did not understand. (Comparisons)</p> <p><i>I can...</i></p>	<p><i>I can</i> ask and answer questions about what kinds of chores are easier or more enjoyable.</p> <p><i>I can</i> add to a conversation what I like and dislike about having a pet.</p> <p><i>I can</i> exchange preferences about which subjects I like or dislike.</p> <p><i>I can...</i></p>	<p><i>I can</i> contribute to a conversation about a story, identifying who, what when, and where. (Comparisons)</p> <p><i>I can</i> exchange information about which classes are easier or harder than others and why.</p> <p><i>I can</i> ask and answer questions about a job opening. (Communities)</p> <p><i>I can...</i></p>	<p>advice to choose an outfit for an event.</p> <p><i>I can</i> confirm with a partner the time, place, and reason for a meeting.</p> <p><i>I can</i> interact with a partner to decide whether to cancel an event given the weather forecast.</p> <p><i>I can...</i></p>	<p>harder week ahead.</p> <p><i>I can</i> exchange opinions about my school's cafeteria food.</p> <p><i>I can</i> exchange ideas with others about some ways to stay healthy. (Connections)</p> <p><i>I can</i> exchange recommendations about the best apps for different purposes.</p> <p><i>I can...</i></p>
---	--	--	--	---	---	--	---	---

Information and Ideas	Needs and Situations	Preferences and Opinions	Information and Ideas	Needs and Situations	Preferences and Opinions	Information and Ideas	Needs and Situations	Preferences and Opinions
<b>Writing &amp; Reading</b>			<b>Writing &amp; Reading</b>			<b>Writing &amp; Reading</b>		
<p><i>I can</i> write responses to personal questions such as my name, age or family.</p> <p><i>I can</i> provide my class schedule in an online form.</p> <p><i>I can</i> text a friend the time and day we plan to meet.</p> <p><i>I can...</i></p>	<p><i>I can</i> introduce myself on an online site.</p> <p><i>I can</i> respond with the appropriate greeting to a text message.</p> <p><i>I can</i> add birthday greetings to a social media post.</p> <p><i>I can...</i></p>	<p><i>I can</i> respond to a social media site about my favorite restaurants or indicating approval or disapproval. (Communities)</p> <p><i>I can</i> text my friend about where I prefer to meet and when.</p> <p><i>I can</i> text someone what I prefer for dinner tonight.</p> <p><i>I can</i> choose my preference for clothing</p>	<p><i>I can</i> respond virtually to personal questions such as my name, age or family.</p> <p><i>I can</i> answer who, what, where and or when questions in a chat box.</p> <p><i>I can</i> text a friend the time and day we plan to meet.</p> <p><i>I can...</i></p>	<p><i>I can</i> respond virtually to questions about traveling outside of Kentucky.</p> <p><i>I can</i> add a culturally appropriate message holiday wishes to a friend on a social media site. (Comparisons)</p> <p><i>I can</i> respond to a text message asking for an alternative day/time for an appointment. (Communities)</p>	<p><i>I can</i> choose answers on an online personality survey.</p> <p><i>I can</i> post clothing photos on a social media site and ask advice about which to buy.</p> <p><i>I can</i> read a note from my roommate about evening plans and write a short response.</p> <p><i>I can...</i></p>	<p><i>I can</i> exchange information with a friend virtually about what I like to do for fun.</p> <p><i>I can</i> exchange texts with a friend about local music venues.</p> <p><i>I can</i> exchange information about the latest video game in a virtual setting.</p> <p><i>I can</i> compare word differences in varying</p>	<p><i>I can</i> interact online to ask and answer questions about a homework assignment. (Connections)</p> <p><i>I can</i> exchange information with a doctor's office to prepare for an upcoming appointment. (Communities)</p> <p><i>I can</i> make plans for a picnic with others via text message.</p> <p><i>I can</i> ask my friend to bring me</p>	<p><i>I can</i> ask and react to a friend's post on a social media site.</p> <p><i>I can</i> add my comments to those of others about something I read about social justice.</p> <p><i>I can</i> write a response to a movie recommendation.</p> <p><i>I can</i> exchange preferences in video games on a gaming site.</p>

		brands on an online survey.  <i>I can...</i>		<i>I can</i> ask questions to the online sales rep about an item.  <i>I can...</i>		regions or areas. (Comparisons)  <i>I can...</i>	something from a restaurant and answer my friend's clarifying questions.  <i>I can...</i>	<i>I can...</i>
--	--	--	--	--	--	---	---	-----------------

**Intermediate  
Proficiency Benchmark**

I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

<p><b>Intermediate Low Performance Indicators</b></p> <ul style="list-style-type: none"> <li>● IL.C.2.IS/IL/IW.Q1 <b><u>Information and Ideas</u></b> <i>I can</i> request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</li> <li>● IL.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.</li> <li>● IL.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b></li> </ul>	<p><b>Intermediate Mid Performance Indicators</b></p> <ul style="list-style-type: none"> <li>● IM.C.2.IS/IL/IW.Q1 <b><u>Information and Ideas</u></b> <i>I can</i> exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</li> <li>● IM.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</li> </ul>	<p><b>Intermediate High-Performance Indicators</b></p> <ul style="list-style-type: none"> <li>● IH.C.2.IS/IL/IW.Q1 <b><u>Information and Ideas</u></b> <i>I can</i> exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</li> <li>● IH.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact with others to meet my needs in a variety of situations, sometimes involving a complication,</li> </ul>
---	---	--

<p><i>I can</i> express, ask about, and react with some details to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p>			<ul style="list-style-type: none"> <li>IM.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</li> </ul>			<p>using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <ul style="list-style-type: none"> <li>IH.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</li> </ul>		
Sample Learning Targets			Sample Learning Targets			Sample Learning Targets		
Information and Ideas	Needs and Situations	Preferences and Opinions	Information and Ideas	Needs and Situations	Preferences and Opinions	Information and Ideas	Needs and Situations	Preferences and Opinions
<b><i>Speaking &amp; Listening, Signing (Expressive &amp; Receptive)</i></b>			<b><i>Speaking &amp; Listening, Signing (Expressive &amp; Receptive)</i></b>			<b><i>Speaking &amp; Listening, Signing (Expressive &amp; Receptive)</i></b>		
<i>I can</i> exchange information to decide which type of transportation is best to utilize.	<i>I can</i> interact to arrange a meeting.  <i>I can</i> make a hotel reservation on a virtual platform. (Communities)	<i>I can</i> interact to plan a hiking trip with friends asking each one what they would like to do.	<i>I can</i> exchange information to create a poster to promote recycling and the benefits of it. (Connections)	<i>I can</i> interact with the pharmacist to get the proper medicine.  <i>I can</i> interact to request a repair service	<i>I can</i> exchange and support opinions related to dating practices in other countries.	<i>I can</i> participate in a conversation to support or reject a proposed school policy.	<i>I can</i> talk with an airline representative to make the necessary changes to an already-ticketed flight.	<i>I can</i> exchange opinions on a biased policy and give reasons for why it should be changed.



<p><i>I can</i> exchange information about the types of music and movies people prefer.</p> <p><i>I can</i> participate in a conversation to compare classes and sports with peers at a partner school in another culture. (Comparisons)</p> <p><i>I can</i> participate in a conversation with my partner about building a model for a</p>	<p><i>I can</i> interact with the waiter to order a meal at a restaurant.</p> <p><i>I can</i> interact to ask for clarification by asking specific questions.</p> <p><i>I can...</i></p>	<p><i>I can</i> have a conversation with others to determine how we should plan to spend our spring break.</p> <p><i>I can</i> interact to share ideas with others about how to celebrate a friend's birthday.</p> <p><i>I can</i> interact with my partner to identify points of agreement on the reasons for our science experiment results. (Connections)</p> <p><i>I can...</i></p>	<p><i>I can</i> participate in a conversation with someone about ways to save energy.</p> <p><i>I can</i> exchange information to perform the stages of a science experiment.</p> <p><i>I can</i> participate in a conversation with a partner to identify the information we need to plan a trip.</p> <p><i>I can...</i></p>	<p>for a broken appliance. (Communities)</p> <p><i>I can</i> interact to schedule an appointment in a hair salon and say what I need.</p> <p><i>I can</i> interact to inquire about membership to a fitness club.</p> <p><i>I can...</i></p>	<p><i>I can</i> exchange opinions on organic vs. non-organic food.</p> <p><i>I can</i> exchange opinions about movies based on books and express whether the book or the movie is better.</p> <p><i>I can</i> exchange ideas about sports in schools in the US vs. other countries. (Comparisons)</p> <p><i>I can...</i></p>	<p><i>I can</i> exchange ideas on different options after graduation.</p> <p><i>I can</i> compare reactions with a peer about a recent lecture on racial inequality.</p> <p><i>I can</i> discuss information about career pathways.</p> <p><i>I can...</i></p>	<p><i>I can</i> interact to schedule a make-up exam.</p> <p><i>I can</i> negotiate the exchange of an item I have purchased in a store for another style.</p> <p><i>I can...</i></p>	<p><i>I can</i> exchange opinions about the use of personal devices at school.</p> <p><i>I can</i> outline positive and negative environmental practices in a conversation with city council representatives. (Communities)</p> <p><i>I can</i> exchange advice on how to be a successful learner.</p> <p><i>I can</i> outline social justice initiatives that</p>
---	--	---	---	--	--	--	--	--

science project. (Connections) <i>I can...</i>								are important to implement. <i>I can...</i>
<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>	<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>	<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>
<b>Writing &amp; Reading</b>			<b>Writing &amp; Reading</b>			<b>Writing &amp; Reading</b>		
<i>I can</i> exchange texts with a friend to provide directions to get to where I live. <i>I can</i> exchange messages with a tour operator to find out more details about my visit. <i>I can</i> exchange messages with my friend to suggest an	<i>I can</i> interact online to get help related to a math assignment. (Connections) <i>I can</i> interact with a study abroad advisor online to select the type of housing that best fits my needs. <i>I can</i> exchange messages to ask for a substitution	<i>I can</i> exchange messages sharing reactions to something happening in my community. (Community) <i>I can</i> exchange descriptions with a friend to agree on the best places to hike in the US. <i>I can</i> exchange reactions to	<i>I can</i> exchange information virtually about how national holidays are celebrated in different places. (Comparisons) <i>I can</i> respond to other people's comments about ways to stay healthy. <i>I can</i> exchange messages about raising money for a	<i>I can</i> interact online with peers in another culture to finalize plans for hosting them in my community. <i>I can</i> exchange comments related to my edits on a friend's draft composition. <i>I can</i> exchange messages with my host family to learn	<i>I can</i> participate in an online discussion in which people react to opportunities for part-time jobs. <i>I can</i> participate in an online discussion about what kind of diet is best. <i>I can</i> exchange opinions on a board about	<i>I can</i> participate in a chat to discuss the importance of learning another language. <i>I can</i> communicate virtually with peers in another culture to support a service-learning project. <i>I can</i> exchange messages	<i>I can</i> interact with an advisor in another culture online to select courses that match my academic goals. <i>I can</i> chat online with a customer service representative to resolve an incorrect bill. <i>I can</i> exchange messages	<i>I can</i> justify opinions about current trends in music in an online conversation. <i>I can</i> share my preferences in designer and ready-to-wear fashion in a consumer survey. <i>I can</i> exchange opinions about a product on a

<p>activity for this weekend.</p> <p><i>I can...</i></p>	<p>for an online food order.</p> <p><i>I can</i> interact online with a hotel agent to inquire about their pet policy.</p> <p><i>I can...</i></p>	<p>an article on racial inequality.</p> <p><i>I can...</i></p>	<p>social justice cause.</p> <p><i>I can...</i></p>	<p>about each other's daily routines, chores and house rules. (Comparisons)</p> <p><i>I can</i> exchange messages with my teacher to request an extension due to an unforeseen personal matter.</p> <p><i>I can...</i></p>	<p>which nominee deserves an award and why.</p> <p><i>I can</i> write a positive book review in response to a negative one.</p> <p><i>I can...</i></p>	<p>about environmental issues.</p> <p><i>I can...</i></p>	<p>with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.</p> <p><i>I can...</i></p>	<p>company's website and say why or why not to buy it.</p> <p><i>I can</i> provide specific and detailed advice on a peer's draft for an article.</p> <p><i>I can...</i></p>
--	---	--	---	--	--	---	---	--

### Advanced

### Proficiency Benchmark

I can maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.

<p><b>Advanced Low Performance Indicators</b></p> <ul style="list-style-type: none"> <li>AL.C.2.IS/IL/IW.Q1 <b><u>Information and Ideas</u></b></li> </ul> <p><i>I can</i> exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p>	<p><b>Advanced Mid Performance Indicators</b></p> <ul style="list-style-type: none"> <li>AM.C.2.IS/IL/IW.Q1 <b><u>Information and Ideas</u></b></li> </ul> <p><i>I can</i> maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using</p>	<p><b>Advanced High-Performance Indicators</b></p> <ul style="list-style-type: none"> <li>AH.C.2.IS/IL/IW.Q1 <b><u>Information and Ideas</u></b></li> </ul> <p><i>I can</i> discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with</p>
--	--	---

<ul style="list-style-type: none"> <li>AL.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.</li> <li>AL.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.</li> </ul>			<p>probing questions and providing detailed responses across major time frames.</p> <ul style="list-style-type: none"> <li>AM.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.</li> <li>AM.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> maintain extended conversations by supporting, reacting to and comparing preferences and opinions and expressing advice and emotions in detail across major time frames and by asking probing questions.</li> </ul>			<p>related issues hypothetically, using precise questions and explanations.</p> <ul style="list-style-type: none"> <li>AH.C.2.IS/IL/IW.Q2 <b><u>Needs and Situations</u></b> <i>I can</i> interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.</li> <li>AH.C.2.IS/IL/IW.Q3 <b><u>Preferences and Opinions</u></b> <i>I can</i> discuss, support and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues and asking precise questions.</li> </ul>		
<b>Sample Learning Targets</b>			<b>Sample Learning Targets</b>			<b>Sample Learning Targets</b>		
<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>	<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>	<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>
<b><i>Speaking &amp; Listening, Signing (Expressive &amp; Receptive)</i></b>			<b><i>Speaking &amp; Listening, Signing (Expressive &amp; Receptive)</i></b>			<b><i>Speaking &amp; Listening, Signing (Expressive &amp; Receptive)</i></b>		
<i>I can</i> exchange information about changes teenagers	<i>I can</i> negotiate with a customer service representative the return of	<i>I can</i> discuss preferences for candidates in a local election	<i>I can</i> maintain discussions about environmental issues by providing	<i>I can</i> describe and respond to the questions about the details of a	<i>I can</i> interact in a video chat with peers in another country to	<i>I can</i> participate in a discussion about elder care.	<i>I can</i> exchange complex professional information to complete a	<i>I can</i> discuss the basis of our jury system and exchange

<p>experience from middle to high school.</p> <p><i>I can</i> participate in a conversation to identify current and past examples of challenges immigrants face.</p> <p><i>I can</i> discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.</p> <p><i>I can</i> discuss with a friend on the phone</p>	<p>an item I purchased in order to receive a refund. (Communities)</p> <p><i>I can</i> interact with my supervisor to request time off from work and explain why I need the time.</p> <p><i>I can</i> discuss with a friend how and when I am going to replace an item that I borrowed and then lost.</p> <p><i>I can</i> interact with the hotel staff to request a room switch.</p>	<p>based on their positions on various community issues. (Communities)</p> <p><i>I can</i> exchange opinions on the pros and cons of different study abroad programs to enhance a future career. (Connections)</p> <p><i>I can</i> discuss the effects of lowering the drinking age.</p> <p><i>I can</i> discuss laws related to texting while driving.</p> <p><i>I can</i>...</p>	<p>solutions to challenges.</p> <p><i>I can</i> maintain discussions about social issues by sharing concrete examples.</p> <p><i>I can</i> have a conversation comparing and contrasting educational experiences with a peer in another country. (Comparisons)</p> <p><i>I can</i> have a discussion with peers about how one's experience abroad changed stereotypes</p>	<p>car accident I had or witnessed.</p> <p><i>I can</i> clarify a personal misunderstanding with a colleague.</p> <p><i>I can</i> provide detailed information to and negotiate with an airline employee to help with locating my lost luggage.</p> <p><i>I can</i>...</p>	<p>compare how our communities are feeling the effects of climate change or a contemporary social issue. (Comparisons, Communities)</p> <p><i>I can</i> discuss state-funded benefits for education such as meals and after-school programs with visitors from other countries.</p> <p><i>I can</i> work towards consensus with my debate team on the best ways to argue our position</p>	<p><i>I can</i> discuss ideas about the influence of historical events on current political situations.</p> <p><i>I can</i> debate academic issues affecting my peers.</p> <p><i>I can</i> actively participate in a town-hall-style meeting. (Communities)</p> <p><i>I can</i>...</p>	<p>collaborative community project.</p> <p><i>I can</i> interact with a partner to identify inequities relating to LGBTQ+ rights.</p> <p><i>I can</i> make a case to my employer in a discussion advocating changes to work-related policies.</p> <p><i>I can</i>...</p>	<p>opinions about it.</p> <p><i>I can</i> exchange opinions on the pros and cons of universal healthcare.</p> <p><i>I can</i> suggest how and why another should seek legal advice on how to handle a complicated situation.</p> <p><i>I can</i> see the pros and cons of having a tuition-free college education.</p> <p><i>I can</i>...</p>
--	---	--	---	--	---	--	--	---

a problem I am having and come up with solutions.  <i>I can...</i>	<i>I can...</i>		about a culture.  <i>I can...</i>		on ways to achieve racial equity. (Communities)  <i>I can...</i>			
<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>	<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>	<b>Information and Ideas</b>	<b>Needs and Situations</b>	<b>Preferences and Opinions</b>
<b>Writing &amp; Reading</b>			<b>Writing &amp; Reading</b>			<b>Writing &amp; Reading</b>		
<i>I can</i> discuss online my opinions relating to how musical preferences of young people have changed from generation to generation.  <i>I can</i> successfully have a virtual written exchange with an international group, sharing	<i>I can</i> exchange messages with a friend to explain why I had to cancel a planned activity.  <i>I can</i> negotiate with an online agent the release of information needed for a college application.	<i>I can</i> exchange advice online about how to behave when visiting a family for dinner in a different culture.  <i>I can</i> collaborate online with fellow classmates to provide advice for next year's students on how to be	<i>I can</i> participate in a discussion about a proposed change in legislation relating to a current topic via an online forum.  <i>I can</i> engage in an online written discussion about a social issue facing my age group. (Connections)	<i>I can</i> exchange messages with my doctor to describe an injury or illness and clarify my doctor's advice.  <i>I can</i> negotiate an online customer service representative to explain my dissatisfaction	<i>I can</i> engage in an online discussion about preferences and learning styles.  <i>I can</i> advocate through an online forum way to eliminate food insecurity.  <i>I can</i> post additional suggestions in response to a variety of	<i>I can</i> moderate an online discussion about the effects of switching to holistic medicine on the medical industry.  <i>I can</i> guide an online debate how immigration laws impact individuals.  <i>I can</i> exchange	<i>I can</i> make arrangements with my professor via online to negotiate alternative assignments due to an unexpected life event.  <i>I can</i> interact with an advisor online to determine a necessary schedule change because of unforeseen	<i>I can</i> discuss and move toward a consensus in an online platform, my preference for which candidate would best benefit a company and why.  <i>I can</i> discuss on social media how economic inequities affect opportunity.

<p>detailed information about an important current event.</p> <p><i>I can</i> provide feedback through online collaborative peer editing on a classmate's research paper.</p> <p><i>I can</i> contribute to an online discussion about a current social issue and defend my positions.</p> <p><i>I can...</i></p>	<p><i>I can</i> exchange messages with a friend to discuss opinions about a mutual friend's difficult situation.</p> <p><i>I can</i> exchange posts to provide an explanation about my beliefs in response to an article about a political issue.</p> <p><i>I can</i> exchange online messages to note a mistake I made on a job</p>	<p>successful in my language class.</p> <p><i>I can</i> add my opinions about a social issue in an online forum.</p> <p><i>I can</i> continue an email exchange to resolve a disagreement on a policy.</p> <p><i>I can</i> create and respond to multiple entries in an online forum to offer advice on how to make the most of time in the target country.</p> <p><i>I can...</i></p>	<p><i>I can</i> engage in an online discussion of a critical review of a theatre production and take issue with the reviewer's point of view.</p> <p><i>I can</i> exchange messages to craft an effective presentation for a community event. (Communities)</p> <p><i>I can...</i></p>	<p>n for a service provided.</p> <p><i>I can</i> exchange messages online with my instructor to provide a rationale for a better grade on an assignment.</p> <p><i>I can...</i></p>	<p>posts giving time-management strategies in a business forum.</p> <p><i>I can...</i></p>	<p>posts to support or challenge an editorial about a politician's voting record.</p> <p><i>I can...</i></p>	<p>circumstances.</p> <p><i>I can</i> exchange messages with a peer to relate a bullying incident that I witnessed and explain how I positively intervened.</p> <p><i>I can...</i></p>	<p><i>I can</i> participate in an online discussion to determine the attributes a work for an exhibit in my community related to the history of a minority should have.</p> <p><i>I can...</i></p>
---	--	--	--	---	--	--	--	--

	application and provide corrections. <i>I can...</i>							
--	---	--	--	--	--	--	--	--



# COMMUNICATION

## Presentational Writing (PW) and Presentational Speaking (PS)

### Presentational Standard C.3.PW/PS:

Learners present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

### Presentational Guiding Questions:

- Q1. How can I present information to **narrate about my life, experiences and events**?
- Q2. How can I present information to **give a preference, opinion or persuasive argument**?
- Q3. How can I present information to **inform, describe, or explain**?

### Additional Goal Areas

#### Connections, Comparisons and Communities

**Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

**Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence.

**Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

### Novice

#### Proficiency Benchmark

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written or signed language.

#### Novice Low Performance Indicators

- NL.C.3.PW/PS.Q1 **Narrate**  
*I can* introduce myself using practiced or memorized words and phrases, with the help of gestures and visuals.
- NL.C.3.PW/PS.Q2 **Preference or Opinion**

#### Novice Mid Performance Indicators

- NM.C.3.PW/PS.Q1 **Narrate**  
*I can* present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
- NM.C.3.PW/PS.Q2 **Preference or Opinion**

#### Novice High Performance Indicators

- NH.C.3.PW/PS.Q1 **Narrate**  
*I can* present personal information about my life and activities, using simple sentences most of the time.
- NH.C.3.PW/PS.Q2 **Preference or Opinion**

<p><i>I can</i> express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <ul style="list-style-type: none"> <li>NL.C.3.PW/PS.Q3 <b><u>Inform or Describe</u></b> <i>I can</i> name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>			<p><i>I can</i> express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p> <ul style="list-style-type: none"> <li>NM.C.3.PW/PS.Q3 <b><u>Inform or Describe</u></b> <i>I can</i> present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</li> </ul>			<p><i>I can</i> express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <ul style="list-style-type: none"> <li>NH.C.3.PW/PS.Q3 <b><u>Inform or Describe</u></b> <i>I can</i> present on familiar and everyday topics, using simple sentences most of the time.</li> </ul>		
Sample Learning Targets			Sample Learning Targets			Sample Learning Targets		
Narrate	Preference or Opinion	Inform or Describe	Narrate	Preference or Opinion	Inform or Describe	Narrate	Preference or Opinion	Inform or Describe
Spoken or Signed			Spoken or Signed			Spoken or Signed		
<p><i>I can</i> say my name, age and where I live to introduce myself.</p> <p><i>I can</i> say my phone number, home address and email address.</p>	<p><i>I can</i> tell sports I like or don't like.</p> <p><i>I can</i> say names of my favorite animals based on pictures I see.</p> <p><i>I can</i> look at pictures on a menu and</p>	<p><i>I can</i> say numbers from 1-10.</p> <p><i>I can</i> name items I see every day.</p> <p><i>I can</i> name some countries on a map when planning a trip.</p>	<p><i>I can</i> name places in my community, town, city, state or country. (Communities)</p> <p><i>I can</i> tell someone my activities and schedule for the day.</p>	<p><i>I can</i> state my favorite free-time activities and those I don't like.</p> <p><i>I can</i> say which school subjects are my most and least favorite.</p> <p><i>I can</i> tell where I like to</p>	<p><i>I can</i> tell the location of a city relative to another city on a map.</p> <p><i>I can</i> present simple information about my town or city including demographic information.</p>	<p><i>I can</i> identify whom I and people in other cultures consider to be a part of the family, using a few simple details. (Comparisons)</p> <p><i>I can</i> tell a peer or colleague</p>	<p><i>I can</i> recommend places to experience a variety of art and music styles.</p> <p><i>I can</i> tell about others' likes and dislikes.</p>	<p><i>I can</i> present information on something I learned about in a class or at work. (Connections)</p> <p><i>I can</i> describe a simple routine such as getting lunch in a</p>

<p><i>I can</i> tell the names of places I go on the weekend.</p> <p><i>I can...</i></p>	<p>name foods based on my likes and dislikes.</p> <p><i>I can...</i></p>	<p><i>I can...</i></p>	<p><i>I can</i> name my family members, their ages, their relationships to me, and what they like to do.</p> <p><i>I can...</i></p>	<p>go to see art or listen to music.</p> <p><i>I can...</i></p>	<p><i>I can</i> give some simple information about historical figures based on pictures or photos of culturally relevant historical events. (Connections)</p> <p><i>I can</i> present simple information about my town or city.</p> <p><i>I can...</i></p>	<p>what I did this weekend.</p> <p><i>I can</i> describe where I work and what I do.</p> <p><i>I can...</i></p>	<p><i>I can</i> present a brief description of a website I found useful.</p> <p><i>I can...</i></p>	<p>cafeteria or restaurant.</p> <p><i>I can</i> give simple directions to a nearby location. (Communities)</p> <p><i>I can...</i></p>
<b>Written</b>			<b>Written</b>			<b>Written</b>		
<p><i>I can</i> write how I'm feeling about a social justice issue in a short journal entry. (Communities)</p>	<p><i>I can</i> label the things I like and don't like in a picture.</p> <p><i>I can</i> list places I like to go to meet</p>	<p><i>I can</i> fill out a simple form with my name, address, phone number, birth date and nationality.</p>	<p><i>I can</i> list my classes or work activities and tell what time they start and end.</p> <p><i>I can</i> caption a photo with</p>	<p><i>I can</i> caption pictures of what I consider to be good and bad lunch options.</p> <p><i>I can</i> create a bulleted list</p>	<p><i>I can</i> write some simple information about my classroom or school. (Comparisons)</p>	<p><i>I can</i> write a short note, text or email to my friend about upcoming plans.</p>	<p><i>I can</i> create a slogan and short description for an advertisement.</p>	<p><i>I can</i> write a simple process such as how to solve a math problem. (Connections)</p>

<p><i>I can</i> write a list of what I need to pack for an upcoming trip.</p> <p><i>I can</i> write about how I'm feeling in a short journal entry.</p> <p><i>I can</i> write about where my family members are from.</p> <p><i>I can</i>...</p>	<p>with family and friends.</p> <p><i>I can</i> create a simple chart of a few things I like and dislike.</p> <p><i>I can</i> write a list of desirable and undesirable characteristics of a friend.</p> <p><i>I can</i>...</p>	<p><i>I can</i> label familiar people, places and objects in pictures and posters.</p> <p><i>I can</i> copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.</p> <p><i>I can</i>...</p>	<p>my family members' names, ages, relationship to me and what they like to do.</p> <p><i>I can</i> write about what I look like so that someone can recognize me.</p> <p><i>I can</i>...</p>	<p>telling why a class is my favorite.</p> <p><i>I can</i> write a rank ordered list of my favorite and least favorite free-time activities.</p> <p><i>I can</i>...</p>	<p><i>I can</i> fill out a simple schedule.</p> <p><i>I can</i> write a to-do list.</p> <p><i>I can</i>...</p>	<p><i>I can</i> write the sequence of events from a story I've read or a video I've seen.</p> <p><i>I can</i> write information about my daily life in a letter, blog, discussion board or email message.</p> <p><i>I can</i>...</p>	<p><i>I can</i> write a description of my favorite character from a story.</p> <p><i>I can</i> make a simple poster to campaign for a social issue, person or event.</p> <p><i>I can</i>...</p>	<p><i>I can</i> write an email requesting more information about something I found online such as a local event or student organization.</p> <p><i>I can</i> write a message to an authority figure, like a principal or elected representative, to inform them of an issue I care about.</p> <p><i>I can</i> describe my home or neighborhood.</p> <p>(Communities)</p> <p><i>I can</i>...</p>
--	---	--	---	---	--	--	---	---

## Intermediate Proficiency Benchmark

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

### Intermediate Low Performance Indicators

- IL.C.3.PW/PS.Q1 **Narrate**  
*I can* present personal information about my life, activities and events, using simple sentences.
- IL.C.3.PW/PS.Q2 **Preference or Opinion**  
*I can* express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
- IL.C.3.PW/PS.Q3 **Inform or Describe**  
*I can* present on familiar and everyday topics, using simple sentences.

### Intermediate Mid Performance Indicators

- IM.C.3.PW/PS.Q1 **Narrate**  
*I can* tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- IM.C.3.PW/PS.Q2 **Preference or Opinion**  
*I can* state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- IM.C.3.PW/PS.Q3 **Inform or Describe**  
*I can* give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

### Intermediate High-Performance Indicators

- IH.C.3.PW/PS.Q1 **Narrate**  
*I can* tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- IH.C.3.PW/PS.Q2 **Preference or Opinion**  
*I can* state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- IH.C.3.PW/PS.Q3 **Inform or Describe**  
*I can* give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

### Sample Learning Targets

Narrate	Preference or Opinion	Inform or Describe
---------	-----------------------	--------------------

*Spoken or Signed*

### Sample Learning Targets

Narrate	Preference or Opinion	Inform or Describe
---------	-----------------------	--------------------

*Spoken or Signed*

### Sample Learning Targets

Narrate	Preference or Opinion	Inform or Describe
---------	-----------------------	--------------------

*Spoken or Signed*

<p><i>I can describe what I want or need to do on a particular day.</i></p> <p><i>I can make simple comparisons of a variety of people, not limited to friends and family members. (Comparisons)</i></p> <p><i>I can retell a story that I've read or heard.</i></p> <p><i>I can...</i></p>	<p><i>I can give a series of reasons why an art or music style is appealing to me.</i></p> <p><i>I can create and present a simple advertisement for a product or service. (Connections)</i></p> <p><i>I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.</i></p> <p><i>I can...</i></p>	<p><i>I can describe a school or workplace.</i></p> <p><i>I can state multi-step instructions for completing a process, such as preparing a recipe.</i></p> <p><i>I can briefly summarize or retell a story.</i></p> <p><i>I can...</i></p>	<p><i>I can tell a simple story about a recent project I did.</i></p> <p><i>I can describe my plans for an upcoming family or social event. (Communities)</i></p> <p><i>I can talk about an experience related to my hobbies or activities.</i></p> <p><i>I can...</i></p>	<p><i>I can present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics.</i></p> <p><i>I can present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving.</i></p> <p><i>I can give a presentation about a famous person or historical figure and</i></p>	<p><i>I can present a topic from an academic subject, such as science, math, art, etc. (Connections)</i></p> <p><i>I can give a brief history of a famous person, landmark or cultural event.</i></p> <p><i>I can describe how to plan and carry out an event in the target culture, such as a party or celebration.</i></p> <p><i>I can...</i></p>	<p><i>I can give a short speech about goals for the future of my club or organization.</i></p> <p><i>I can present a comparison between the roles of family members in my own and other cultures. (Comparisons)</i></p> <p><i>I can tell what happened at a social or cultural event that I attended.</i></p> <p><i>I can...</i></p>	<p><i>I can give a presentation about similarities and differences between various festivals, such as art or music festivals.</i></p> <p><i>I can present my reactions to a current event and explain what led to the event being in the news.</i></p> <p><i>I can make a persuasive presentation to explain why others should revisit a store or restaurant that is under</i></p>	<p><i>I can compare school or learning environments and curricula to determine what is valued in my own and other cultures.</i></p> <p><i>I can leave a voice message for someone who was absent explaining what took place in class or on the job. (Communities)</i></p> <p><i>I can present my qualifications and goals for an academic program, training or job.</i></p>
---	--	---	--	--	---	--	--	---

				give basic points about the merits of their contributions.  <i>I can...</i>			new ownership.  <i>I can...</i>	(Connections)  <i>I can...</i>
<b>Written</b>			<b>Written</b>			<b>Written</b>		
<i>I can</i> write about my role in a simple school or work routine.  <i>I can</i> write a description of the physical appearance and personality of a friend or family member.  <i>I can</i> write my plans for an upcoming holiday, vacation or a typical celebration.	<i>I can</i> write to explain why others should read a book I enjoyed, citing specific reasons.  <i>I can</i> provide a simple description of a field trip or work experience to persuade others to participate in the future.  <i>I can</i> create a simple written or graphic advertisement to encourage	<i>I can</i> develop a simple survey for my peers, about a current social issue.  <i>I can</i> write questions to obtain additional information about something I read online.  <i>I can</i> write a simple profile of a famous athlete, celebrity or historical figure. (Connections)	<i>I can</i> write about personal, academic or professional goals for a college or job application.  <i>I can</i> write a simple story about a recent trip, project or childhood memory.  <i>I can</i> write about common events and daily routines at school or in my place of	<i>I can</i> write a short autobiographical statement for a competitive application for a study abroad program or job. (Connections)  <i>I can</i> share my point of view about current cultural issues in a blog or a discussion forum.	<i>I can</i> write a short report about a topic I have learned about or researched on the job or in school.  <i>I can</i> compose a simple letter, response or article for a publication.  <i>I can</i> write the minutes or a debrief of a club or other meeting.  <i>I can...</i>	<i>I can</i> write a hypothesis about what will happen in a science experiment and provide supporting information.  <i>I can</i> write a series of steps needed to complete a task, such as for an experiment, community event or fundraiser. (Communities)  <i>I can</i> write a description of	<i>I can</i> write a summary of a social media story and share my and other's opinions about it.  <i>I can</i> create an infographic describing the benefits of joining an organization.  <i>I can</i> write advice to younger learners about why to learn an additional language.	<i>I can</i> compose communications for public distribution about the status of an ongoing event.  <i>I can</i> summarize in writing a conversation or interview I had with someone.  <i>I can</i> write a brief report about a topic I have learned or researched such as the

<i>I can...</i>	someone to purchase a product or service. (Connections)  <i>I can...</i>	<i>I can...</i>	work and compare with another culture. (Comparisons)  <i>I can...</i>	<i>I can</i> write a simple review of a movie, book, play or exhibit.  <i>I can...</i>		an event that I participated in or witnessed for a newsletter.  <i>I can...</i>	<i>I can...</i>	importance of environmentally friendly practices.  <i>I can...</i>
-----------------	---	-----------------	--	--	--	---	-----------------	--

### Advanced

### Proficiency Benchmark

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language.

#### Advanced Low Performance Indicators

- AL.C.3.PW/PS.Q1 **Narrate**  
*I can* tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- AL.C.3.PW/PS.Q2 **Preference or Opinion**  
*I can* state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
- AL.C.3.PW/PS.Q3 **Inform or Describe**  
*I can* deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

#### Advanced Mid Performance Indicators

- AM.C.3.PW/PS.Q1 **Narrate**  
*I can* tell stories based on concrete experiences in academic, social and professional topics of interest, using organized paragraphs across major time frames.
- AM.C.3.PW/PS.Q2 **Preference or Opinion**  
*I can* present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.
- AM.C.3.PW/PS.Q3 **Inform or Describe**  
*I can* deliver detailed presentations and elaborate on a variety of concrete academic, social and professional

#### Advanced High-Performance Indicators

- AH.C.3.PW/PS.Q1 **Narrate**  
*I can* give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.
- AH.C.3.PW/PS.Q2 **Preference or Opinion**  
*I can* clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.
- AH.C.3.PW/PS.Q3 **Inform or Describe**  
*I can* deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.



			topics of interest, using organized paragraphs across major time frames.					
<b>Sample Learning Targets</b>			<b>Sample Learning Targets</b>			<b>Sample Learning Targets</b>		
<b>Narrate</b>	<b>Preference or Opinion</b>	<b>Inform or Describe</b>	<b>Narrate</b>	<b>Preference or Opinion</b>	<b>Inform or Describe</b>	<b>Narrate</b>	<b>Preference or Opinion</b>	<b>Inform or Describe</b>
<i>Spoken or Signed</i>			<i>Spoken or Signed</i>			<i>Spoken or Signed</i>		
<i>I can make a presentation describing the highlights of a recent or upcoming family event.</i>	<i>I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence.</i>	<i>I can make presentations about special opportunities such as internships, study abroad or job openings.</i>	<i>I can recount in detail a social event or local celebration that I attended and my reactions to it.</i>	<i>I can present an argument for or against a position on a political issue, with supporting evidence.</i>	<i>I can present detailed information about a product or service to clients, customers or others.</i>	<i>I can present an explanation of how people and their relationships are affected by societal norms, in my own and other cultures.</i>	<i>I can present my interpretations of a piece of art or music to someone else while respecting their interpretation. (Communities)</i>	<i>I can give an informational session comparing important cultural differences between or among various societies. (Comparisons)</i>
<i>I can make a presentation describing certain health and fitness trends and the results of those trends. (Connections)</i>	<i>I can present and provide a rationale for the importance of certain classes, college majors or training programs,</i>	<i>I can present a comparison of current and past traditions related to social events such as school dances, graduation, marriages or funerals.</i>	<i>I can give an accurate, detailed presentation of something I participated in or witnessed.</i>	<i>I can make a presentation persuading others of the influence of an art or music genre over time.</i>	<i>I can present in detail on a current, relevant, topic that I have read or heard in the news. (Connections)</i>	<i>I can present and hypothesize about the impact of following a course of action.</i>	<i>I can present the details of an experiment I have performed and justify the potential value of the research and results.</i>	<i>I can present an explanation of how beliefs and values are reflected in educational testing in my own and other cultures.</i>
<i>I can give a short presentation describing the rise and fall of certain</i>			<i>I can present a detailed itinerary of the social and cultural activities I</i>	<i>I can give a presentation to advocate for new ideas or innovative approaches</i>	<i>I can present an explanation of a process such as</i>	<i>I can present an analysis</i>		

popular or historical trends over time.  <i>I can...</i>	citing trends over time.  <i>I can</i> present an outline of the arguments for or against a position on a social issue, including its historical background.  <i>I can...</i>	<i>I can</i> explain the process for creating or updating a website or blog.  <i>I can...</i>	have planned for a future trip or excursion.  <i>I can...</i>	related to school, work or training.  <i>I can...</i>	obtaining a driver's license, submitting a college application or applying for financial aid and the obstacles presented.  <i>I can...</i>	on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies.  <i>I can...</i>	<i>I can</i> present a detailed, supported argument about complex political, economic, social or environmental issues. (Communities)  <i>I can...</i>	(Communities, Comparisons)  <i>I can</i> deliver a presentation on the hypothetical impact of an environmental practice on future generations.  <i>I can...</i>
<b>Written</b>			<b>Written</b>			<b>Written</b>		
<i>I can</i> describe certain trends in leisure time or use of social media and the results of those trends.  <i>I can</i> write about a family reunion for my relatives in another country.	<i>I can</i> write an essay for or against a position on a social issue or current cultural issues.  <i>I can</i> create and edit an online journal, blog or discussion forum	<i>I can</i> draft and revise a synopsis or abstract for a science fair project, research study or conference. (Connections)  <i>I can</i> write job descriptions or	<i>I can</i> write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.  <i>I can</i> write in detail about a study abroad program I	<i>I can</i> write a cover letter for a job application.  <i>I can</i> give a written critique of a project proposal that uses historical data to support my argument.	<i>I can</i> write a newspaper article or blog post about an event, project, or research initiative.  <i>I can</i> create brochures or other written resources for clients or customers.	<i>I can</i> write a mission or vision statement related to my personal or professional goals.  <i>I can</i> chronicle certain historical events to explain the	<i>I can</i> write an editorial piece to speculate on outcomes or implications of an issue. (Connections)  <i>I can</i> write a statement to support a candidate in a local election.	<i>I can</i> write an in-depth research report about challenges facing families and communities. (Communities)  <i>I can</i> write an in-depth research report about social or

<p><i>I can</i> write a blog post describing the highlights of a recent trip or excursion.</p> <p><i>I can...</i></p>	<p>promoting community events, services or products. (Communities)</p> <p><i>I can</i> write a brief report to support a course of action on a work-related issue, citing past experience and future predictions.</p> <p><i>I can...</i></p>	<p>performance reports.</p> <p><i>I can</i> draft and revise a resume or cover letter.</p> <p><i>I can...</i></p>	<p>participated in and reflect on how the experience impacted my life and may influence my life in the future.</p> <p><i>I can</i> write a detailed and accurate family or community history. (Communities)</p> <p><i>I can...</i></p>	<p><i>I can</i> write letters of recommendation.</p> <p><i>I can...</i></p>	<p><i>I can</i> write content for instructional resources.</p> <p><i>I can...</i></p>	<p>degree to which they affect people and their relationships in my own and other cultures.</p> <p><i>I can</i> write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends. (Connections)</p> <p><i>I can...</i></p>	<p><i>I can</i> express a detailed point of view in a blog or other public forum.</p> <p><i>I can...</i></p>	<p>economic challenges facing families and communities.</p> <p><i>I can</i> write an article about the potential future impact of a current practice.</p> <p><i>I can...</i></p>
---	--	---	--	---	---	---	--	--

## **Appendix A: Writing and Review Committees**

The writing team, composed of current world language teachers, represented both rural and urban settings – including representation from several different regions of the state. While these teachers taught a variety of courses and grade levels throughout their careers, the selected committee members were currently teaching courses related to the standards development process: world language. Additionally, the selected writers served in many roles in their schools, world language community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky’s best as evidenced by their countless qualifications.

### **World Language Advisory Panel (AP) Members**

Rosa Cubero-Hurley, Fayette County

Madeline Griffit, Jefferson County

Emily Haffley, Fort Thomas

Lydia Kohler, Clark County

Sara Meridith, Fayette County

Jessica Oney, Pike County

Marta Reyes Hernandez, Jefferson County

Laura Roche, Fayette County

John Wipple, Breckon County

### **World Language Review Committee (RC) Members**

Christi Elkins-Gabbard, Fayette County

Michael Kluemper, Jefferson County

Dustin McClain, Jessamine County

Silvia McClamrock, Fort Thomas

Ben McMaine, Fayette County

Jacqueline Van Houten, Jefferson County