

World Language Plus	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
World Languages	45 days
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
7 <sup>th</sup> or 8 <sup>th</sup> grade	6/2023
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
None	6/2023
<b>PRIMARY RESOURCE if applicable</b>	
Mango Languages and Duolingo for Schools	
DESIRED RESULTS	
<b>COURSE DESCRIPTION AND PURPOSE</b>	
Students learn the fundamentals of how to learn a language using games, peer collaboration, and different language apps. Students will choose a language that is new to them. Units are based on student interest and may include sports, food, shopping, international travel, careers, and exploration of current events and cultures. By the end of this course, students will be able to compare their first language with the new language, and identify and apply strategies needed for learning a language. This course can be taken in addition to a level 1 language course such as French, German, Latin, Mandarin or Spanish.	
*This is a repeatable course.	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	1. Why is a dictionary or online translator insufficient for speaking a language?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	2. How will learning a language enhance my life and open doors of opportunities?
Culture and language are inseparable; they influence and reflect each other.	3. How does learning a new language inform my understanding of my first language?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	4. What language learning skills do I already have and how can I apply my existing communication skills to a new language?
	5. How can recognizing and understanding language patterns help me learn a new language?
	6. How does language change depending on the situation and the audience?
	7. What do I do when my ideas are more sophisticated than my ability to communicate them?
	8. What is the connection between the study of a world language and other content areas?
	9. In what way does the study of another language and culture develop an individual's critical thinking skills?
<b>PRIORITY STANDARDS</b>	
<i>Students will know and be able to...</i>	
<b>Standard 1 Interpretive Communication:</b>	
Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	
<b>Standard 2 Interpersonal Communication:</b>	
Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	
<b>Standard 3 Presentational Communication:</b>	
Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	
<b>SUPPORTING STANDARDS</b>	
<i>Students will know and be able to...</i>	

**Standard 4 Intercultural Communication**

Students use the target language and cultural knowledge to *investigate, compare, explain, interact, and reflect* on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

**Standard 5 Global Competence and Community Engagement**

Students use the target language and cultural knowledge to *investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions* within their local and global communities.

Unit 1: Think About Your Thinking & Set Your Goals		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How will learning a language enhance my life and open doors of opportunities? What language learning skills do I already have and how can I apply my existing communication skills to a new language? What is the connection between the study of a world language and other content areas?	Select a language and set language learning goals.	<i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
		<a href="#">Interpersonal Speaking</a>
		<a href="#">Interpersonal Writing</a>
		<a href="#">Interpretive</a>
		<a href="#">Presentational Speaking</a>
		<a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Students create a goal based on the language selected.  Students create a portfolio that includes an action plan that leads to their goal, evidence of language proficiency, and academic & career planning & reflections. This is an ongoing tool used for assessment evidence. Through conferring between teacher and student, students share progress and receive customized feedback.
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	
<b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</b>	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
<b>Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</b>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</b>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	
<b>Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</b>	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
set a language learning goal. (Communities 5.2)	Teacher selected and flexible depending on student language choice.	WICOR
imagine places, times, and situations different from my own. (Language Comparisons 4.1)		
prepare for work and lifelong learning. (Communities 5.2)		
name different ways to communicate (verbal and nonverbal, intonation, inferences) (ACTFL modes). (Communication 1.1-1.3)		
work collaboratively with others. (CCT.4C3)		

develop an awareness and understanding of my own thought processes.(ACP- Behavior LS 7)		
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Unit 2: Resources		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
Why is a dictionary or online translator insufficient for speaking a language?	Students will discover sources for language learning.	<i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
What language learning skills do I already have and how can I apply my existing communication skills to a new language?		<a href="#">Interpersonal Speaking</a>
		<a href="#">Interpersonal Writing</a>
		<a href="#">Interpretive</a>
		<a href="#">Presentational Speaking</a>
		<a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts from diverse communities and contexts.	<i>Students create a goal based on the language selected.</i>  <i>Students create a portfolio that includes an action plan that leads to their goal, evidence of language proficiency, and academic &amp; career planning &amp; reflections. This is an ongoing tool used for assessment evidence. Through conferring between teacher and student, students share progress and receive customized feedback.</i>
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect</u> on the relationship between cultural practices and perspectives.	
	<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others</i> to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect</u> on my use of language and intercultural skills to <i>maximize life-long learning, personal enrichment, and benefit to self and community.</i>
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
find and use different resources for language learning (WI. CCT.4C3)	Teacher and/or student selected and flexible depending on student language choice.	WICOR
communicate in more than one language in a variety of ways. (Communication 1.1-1.3)		
set a language learning goal. (Communities 5.2)		
prepare for work and lifelong learning. (ACP LS7)		
find a credible learning resource. (ITL - EL2)		

Unit 3: Failing forward/risk taking		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What do I do when my ideas are more sophisticated than my ability to communicate them? How do I practice circumlocution? How do I develop empathy & trust?	Learning how to read, speak, and write in the target language.	<i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i> <a href="#">Interpersonal Speaking</a> <a href="#">Interpersonal Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1: Interpretive Communication:</b> Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	<i>Students create a goal based on the language selected.</i>  <i>Students create a portfolio that includes an action plan that leads to their goal, evidence of language proficiency, and academic &amp; career planning &amp; reflections. This is an ongoing tool used for assessment evidence. Through conferring between teacher and student, students share progress and receive customized feedback.</i>
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities: How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
find and use different resources for language learning.(WI. CCT.4C3)	Teacher and/or student selected and flexible depending on student language choice.	WICOR
communicate in more than one language in a variety of ways.(Communication 1.0)		
imagine places, times, and situations different from my own. (Language Comparisons 4.1)		
imagine places, times, and situations different from my own. (Language Comparisons 4.1)		
prepare for work and lifelong learning. (ACP LST7)		
use the language to investigate, explain, and reflect on the nature of language, through comparisons of the language studied and my own. (Language Comparisons 4.1)		

Unit 4: Language Patterns		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
1. How can recognizing and understanding language patterns help me learn a new language?	Language patterns	Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <a href="#">Interpersonal Speaking</a> <a href="#">Interpersonal Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
2. How does language change depending on the situation and the audience?		
3. In what way does the study of another language and culture develop an individual's critical thinking skills?		
4. How does learning a new language inform my understanding of my first language?		
<b>PRIORITY STANDARDS &amp; LEARNING TARGETS</b>		<b>Summative- Integrated Performance Assessment Tasks by Mode</b> <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Students create a goal based on the language selected.  Students create a portfolio that includes an action plan that leads to their goal, evidence of language proficiency, and academic & career planning & reflections. This is an ongoing tool used for assessment evidence. Through conferring between teacher and student, students share progress and receive customized feedback.
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	
<b>SUPPORTING STANDARDS AND LEARNING TARGETS</b>		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect</u> on the relationship between cultural practices and perspectives.	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas</i> with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect</u> on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
<b>Stage 3: PLAN LEARNING EXPERIENCES</b>		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
find and use different resources for language learning. (WI. CCT.4C3)	Teacher and/or student selected and flexible depending on student language choice.	WICOR
communicate in more than one language in a variety of ways. (Communication 1.0)		
set a language learning goal. (Communities 5.2)		
use the language to investigate, explain, and reflect on the nature of language, through comparisons of the language studied and my own. (Language Comparisons 4.1)		

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.						
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.						
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.						
<b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</b>	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.						
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.						
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.						
<b>Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</b>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .						
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .						
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .						