

Level I: Novice Low to Novice Mid/High Proficiency

(1) Interpersonal Communication Essential Standards

These **high priority standards** have been identified as the most essential for level one. They guarantee all students will master these standards in Tier 1 instruction. It is still important to teach all standards that are non-essential.

Knowledge and Skills.

- (1) **Interpersonal communication:** speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specificized proficiency levels. The student is expected to:

Standard	Unit 1 (1 st Nine weeks)	Unit 2 (2 nd Nine weeks)	Unit 3 (3 rd Nine weeks)	Unit 4 (4 th Nine weeks)
1A	Ask and respond to questions about everyday life in spoken and written conversation;			
	<p>I can share the date and time of an event.</p> <p>I can ask and answer simple, memorized questions.</p> <p>I can respond to personal questions about myself, such as my name, age, birthday, etc.</p> <p>I can make a list using familiar topics.</p>	<p>I can share the date and time of an event.</p> <p>I can ask and answer simple, memorized questions.</p> <p>I can respond to personal questions about myself, such as my name, age, birthday, etc.</p> <p>I can make a list using familiar topics.</p>	<p>I can introduce someone else and ask related questions.</p> <p>I can answer questions to provide a simple description.</p> <p>I can use numbers in everyday situations (times, dates, prices, etc.)</p> <p>I can ask and answer basic questions about very familiar topics (<i>e-invite, discussion board, text message, e-mail, social media post, etc.</i>)</p> <p>I can respond to a message about a location and time.</p> <p>I can reply to a note and write a short, simple response.</p>	<p>I can ask and answer basic formulaic questions about familiar topics.</p> <p>I can answer questions to provide a simple description.</p> <p>I can respond to a message about a location, date, time, or price.</p> <p>I can reply to a note and write a short, simple response with some details.</p> <p>I can answer questions to provide a simple description.</p>
1B	Express and exchange personal opinions or preferences in spoken and written conversation;			

	I can say if I agree or disagree with someone using one or two words. I can contribute to a conversation by expressing whether I like or don't like something. I can express basic feelings, emotions, or state of being using a memorized phrase.	I can contribute to a conversation by expressing my preferences. I can express basic feelings, emotions, or state of being using memorized phrases.	I can exchange (ask and answer) basic information about preferences.	I can exchange (ask and answer) basic information about preferences.
1C	Ask and tell others what they need to, should, or must do in spoken and written conversation;			
			I can interact with a partner to complete a task.	I can interact with a partner to complete a task.
1D	Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;			
		I can send a message about where I am going or what I'm going to do.		I can interact with a partner to complete a task.
1E	Participate in spoken conversation using culturally appropriate expressions, register, and gestures:			
	I can introduce myself and provide some basic personal information.	I can provide some basic personal information. I can greet and leave in polite way. I can tell someone whether or not I understand them.		
1F	Participate in written conversation using culturally appropriate expressions, register, and style.			
			I can write a short, personalized message such as "Happy Birthday" or "Congratulations" I can give a short reaction phrase to something written (How Fun!, Cool! Great!, etc)	I can give a short reaction phrase to something written (How Fun!, Cool! Great!, etc)

Level I: Novice Low to Novice Mid/High Proficiency

(2) Interpretive Communication Essential Standards

Knowledge and Skills

(2) **Interpretive communication:** reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

Standard	Unit 1 (1 st Nine weeks)	Unit 2 (2 nd Nine weeks)	Unit 3 (3 rd Nine weeks)	Unit 4 (4 th Nine weeks)
2A	Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;			
	I can understand the difference between a spoken statement versus questions in conversations.		I can understand basic personal information (driver’s license, ID, passport, etc.)	I can understand basic personal information (driver’s license, ID, passport, etc.)
2B	Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;			
		<p>I can recognize labels or signs in very familiar locations.</p> <p>I can understand numbers when given in a familiar context such as a cellphone, address, or date.</p> <p>I can recognize question words in a written or spoken message.</p> <p>I can identify names, locations, dates, and times in written form or when spoken.</p>	<p>I can identify a few phrases describing a character or event in a simple text when written or read aloud.</p> <p>I can recognize a few familiar words and/or phrases from a video, song, or audio message.</p> <p>I can identify names, locations, times, and dates on a schedule, or when announced.</p>	<p>I can identify names, locations, times, and dates on a schedule, or when announced.</p> <p>I can identify a few phrases describing a character or event in a simple text when written or read aloud.</p> <p>I can recognize a few familiar words and/or phrases from a video, song, or audio message.</p>
2C	Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and			
	<p>I can connect a few familiar words to the visual.</p> <p>I can follow basic spoken directions/instructions with the help of gestures or visuals.</p>	<p>I can recognize a few familiar words from a video or audio message.</p> <p>I can follow basic spoken directions/instructions for simple routines.</p>	<p>I can comprehend highly familiar categories and labels.</p> <p>I can follow basic spoken directions/instructions.</p> <p>I can understand the difference between a spoken statement versus questions in people's conversations.</p>	<p>I can make a selection based on a short description.</p> <p>I can understand the difference between a spoken statement versus questions in people's conversations.</p> <p>I can follow a “How-To” video on something I’m interested in.</p> <p>I can identify the topic of a text or conversation when I know the context.</p>

2D	Identify cultural practices from authentic print, digital, audio, and audiovisual materials.			
	I can recognize some common everyday expressions (classroom routines, weather, etc.).	I can recognize some common everyday expressions (classroom routines, weather, etc.).	I can recognize whether a written message is formal or informal.	

Level I: Novice Low to Novice Mid/High Proficiency

(3) Presentational Communication Essential Standards

Knowledge and skills.

(3) **Presentational communication:** speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

Standard	Unit 1 (1st Nine weeks)	Unit 2 (2nd Nine weeks)	Unit 3 (3rd Nine weeks)	Unit 4 (4th Nine weeks)
3A	State and support an opinion or preference orally and in writing; and			
	<p>I can express basic feelings, emotions, or state of being using memorized phrases.</p> <p>I can say/write a list of my favorite things, activities, etc.</p> <p>I can say/write HOW MUCH I like or don't like _____.</p>	<p>I can say/write things and activities I like or don't like _____.</p>	<p>I can say/write my favorite things, people, and activities.</p> <p>I can tell/write where I like to go.</p> <p>I can create a chart that compares things/activities in my daily life to someone else's.</p> <p>I can list a few things I like, and simple reasons why I like them.</p>	<p>I can give a recommendation for something/someone I am familiar with.</p> <p>I can list a few things I like, and simple reasons why I like them.</p> <p>I can describe where I like to go/what I like to do and why.</p> <p>I can write a short, personalized message for someone's birthday or celebration.</p>
3B	Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.			
	<p>I can introduce myself and a friend.</p> <p>I can give/write a few words about my immediate surroundings.</p> <p>I can say/write a few physical and/or personality traits about myself or someone else.</p>	<p>I can say my name, age, and where I live to introduce myself. I can send a <i>message</i> about where I am going or what I'm going to do.</p> <p>I can introduce a friend or family member and give some basic information about them.</p>	<p>I can tell/write the location of an object/place relative to another object/place.</p> <p>I can say/write a few personality and/or physical characteristics of someone or myself.</p> <p>I can speak/write about others and/or their relationship to me.</p>	<p>I can describe my favorite things, people, and activities.</p> <p>I can tell/write the location of an object/place relative to another object/place.</p> <p>I can speak/write about others and/or their relationship to me.</p>

I can give/write some basic information.	I can say/write a few physical and/or personality traits about myself or someone else. I can tell someone my daily/weekend activities and schedule. I can name parts of my familiar, immediate surroundings.	I can say/write about my daily activities. I can identify parts of my immediate surroundings.	I can say/write about my daily activities. I can identify parts of my immediate surroundings.
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Knowledge and Skills.

(4) Intercultural Communication: The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

4A	Identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations;
	<ul style="list-style-type: none"> - I can identify locations to buy something and how culture affects where people shop in my own and other cultures. - I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. - I can interpret simple schedules and consider how people think about time in my own and other cultures. - I can schedule a call or video conference with a peer in the target culture with awareness of time differences and others' schedules. - I can identify geographical forms and how they affect a country's natural resources in my own and other cultures. - I can work with a peer in another culture to create a digital presentation on each country's natural resources. - I can use some Internet slang abbreviations to communicate a short message through social media.
4B	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes; and
	<ul style="list-style-type: none"> - I can use rehearsed behaviors when shopping in a familiar type of store. - I can identify familiar landmarks and monuments and what they represent to people in my own and other cultures. - I can act appropriately when purchasing an entrance ticket to a landmark or historic site. - I can identify some products that reveal a stereotype or exaggerated view of culture, in my own and other cultures. - I can work with a peer in the target culture to create posters exposing stereotyped images of each other's country.
4C	Describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance
	<ul style="list-style-type: none"> - I can answer simple questions about my study abroad plans. - I can identify some artists and musicians, their styles, and contributions, in my own and other cultures. - I can recommend sites to experience a variety of local and music styles. - I can identify examples of entertainment, social media and literature and peoples' attitudes toward them, in my own and other cultures. - I can identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media in my own and other cultures. - I can share with peers in another culture restaurants and foods that might be familiar to them.

Level 2: Novice Mid to Intermediate Low Proficiency

(1) Interpersonal Communication Essential Standard

These **high priority standards** have been identified as the most essential for level two. They guarantee all students will master these standards in Tier 1 instruction. It is still important to teach all standards that are non-essential.

Knowledge and Skills.

- (1) **Interpersonal communication:** speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specificized proficiency levels. The student is expected to:

Standard	Unit 1 (1 st Nine Weeks)	Unit 2 (2 nd Nine Weeks)	Unit 3 (3 rd Nine Weeks)	Unit 4 (4 th Nine Weeks)
1A	Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;			
	<p>I can greet someone and introduce myself in a polite way.</p> <p>I can answer basic questions with one or two words about very familiar topics with the help of gestures or visuals.</p> <p>I can use numbers to answer a few basic questions.</p> <p>I can name/list a few places.</p> <p>I can send a message with a time, day, or place to someone.</p> <p>I can answer a multiple choice or yes/no Its Learning survey about _____.</p>	<p>I can engage in small talk about familiar topics.</p> <p>I can ask who, what, when questions about _____.</p> <p>I can ask and answer basic questions about _____.</p> <p>I can ask and understand how much something costs.</p> <p>I can exchange information about things in my daily life with my <i>pen pal from another country</i>.</p> <p>I can ask and answer some original questions using who, what, when, where, why, etc.</p> <p>I can ask for the location of a place in an <i>email or message</i>.</p>	<p>I can exchange <i>texts</i> with a friend about something I need.</p> <p>I can engage in small talk.</p> <p>I can exchange information about things in my daily life.</p> <p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can ask and answer practiced and some original questions using who, what, when, where, why, how, etc.</p> <p>I can interact to ask and answer questions about _____.</p> <p>I can ask for directions _____.</p>	<p>I can engage in small talk.</p> <p>I can exchange information to plan out _____.</p>
1B	Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;			

	<p>I can identify my favorite people, places, or things from a list.</p> <p>I can say what I like or dislike with the help of gestures or visuals.</p> <p>I can say if I agree or disagree with someone using one or two words.</p> <p>I can choose (given options) my preference for _____ via <i>online survey</i>.*</p>	<p>I can engage in small talk.</p> <p>I can exchange, ask and answer questions about preferences in a <i>text message</i>.*</p> <p>I can exchange information about things in my daily life with <i>my pen pal from another country</i>*.</p> <p>I can exchange advice or recommendations about different options on a <i>social media site</i>*.</p>	<p>I can engage in small talk.</p> <p>I can exchange information about things in my daily life.</p> <p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can offer my opinion in a response to a recommendations about _____.</p> <p>I can react and offer my opinion/preferences about a <i>social media post</i>* or <i>gaming site</i>*.</p> <p>I can exchange advice or recommendations about different options.</p>	<p>I can engage in small talk.</p> <p>I can exchange <i>texts</i>* with someone to give or receive advice.</p> <p>I can post my reaction to a <i>social media post</i>* about _____.</p> <p>I can offer my opinion in a response to a recommendations about _____.</p> <p>I can participate in a conversation to compare things/activities in my daily life and exchange opinions.</p> <p>I can exchange advice or recommendations about different options.</p>
1C	Ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;			
				I can exchange messages with a friend to provide directions to _____.
1D	Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;			
			I can interact with a partner to make, confirm, or change plans. (who, what, when, where etc.)	I can interact with a partner to make, confirm, or change plans. (who, what, when, where, etc.)
1E	Interact and react in spoken conversation using culturally appropriate expressions, register and gestures; and			

	I can greet someone and introduce myself in a polite way. I can tell someone whether or not I understand them. I can say “Happy Birthday” or “Congratulations on <i>social media</i> , <i>email</i> , <i>letter</i> , <i>etc.</i>	I can ask formulaic questions to an adult in a respectful manner. I can exchange advice or recommendations about different options on a <i>social media site</i> .*	I can engage in small talk. I can ask and answer practiced and some original questions using who, what, when, where, why, how, etc.	I can engage in small talk. I can exchange messages socially (with my friends) about how to _____.
1F	Interact and react in writing using culturally appropriate expressions, register and style.			
	I can introduce myself on a <i>gaming site</i> . I can play <i>Scrabble Online</i> using my limited one-word vocabulary. I can respond with an appropriate reaction/emoji to a <i>social media post</i>	I can exchange advice or recommendations about different options on a <i>social media site</i> .	I can interact with my friends about social norms. I can write and respond to <i>digital communication</i> * formally about _____	I can write and respond to <i>digital communication</i> * formally about _____. I can interact with my friends about social norms.

Level II: Novice High to Intermediate Low Proficiency

(2) Interpretive Communication Essential Standards

(2) **Interpretive communication**: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

Standard	Unit 1 (1 st Nine Weeks)	Unit 2 (2 nd Nine Weeks)	Unit 3 (3 rd Nine Weeks)	Unit 4 (4 th Nine Weeks)
2A	Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;			
	I can identify names, locations, dates, and times on a <i>schedule</i> *, and <i>ID card</i> *, or when announced.			I can understand the purpose of a written or spoken message.
2B	Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;			

	<p>I can identify names, locations, dates, and times on a <i>schedule*</i>, and <i>ID card*</i>, or when announced.</p> <p>I can identify categories and labels on _____.</p> <p>I can recognize some weather expressions in a <i>forecast*</i>.</p> <p>I can identify some phrases describing a character in a <i>simple literary piece*</i> when written or read aloud.</p> <p>I can identify some phrases in captions from <i>pictures*</i>.</p> <p>I can recognize few familiar words and/or phrases from a <i>song, video, or audio message*</i></p> <p>I can recognize events from a <i>story timeline* or cartoon*</i>.</p> <p>I can recognize dates and times in a written message</p>	<p>I can recognize some weather expressions in a <i>forecast*</i>.</p> <p>I can recognize events from a <i>story timeline* or cartoon*</i>.</p> <p>I can understand a simple description on an <i>assignment*, magazine article*</i>, etc.</p>	<p>I can identify the topic and setting of a <i>simple literary piece*</i> in writing or reading.</p> <p>I can identify SOME of the events or actions described/shown in a simple <i>literary piece/video*</i>.</p> <p>I can describe SOME of the traits of a character as described/shown in a simple <i>literary piece/video*</i>.</p>	<p>I can identify the main idea in a short conversation.</p> <p>I can identify the topic and setting of a <i>simple literary piece/video*</i>.</p> <p>I can identify SOME of the events or actions described/shown in a <i>simple literary piece/video*</i>.</p>
<p>2C</p>	<p>Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual; and</p>			
	<p>I can follow basic spoken directions/instructions.</p> <p>I can understand the difference between a spoken statement vs. questions in people's conversations.</p>	<p>I can follow simple instructions/directions to complete a task.</p> <p>I can identify some details in a simple message.</p> <p>I can infer basic information on an internet site/platform.</p> <p>I can infer unfamiliar words/phrases when presented with symbols/visuals.</p>	<p>I can follow simple instructions/directions to complete a task.</p> <p>I can make a selection based on a short description.</p> <p>I can identify some details in a simple message.</p> <p>I can infer basic information about a person on an internet site.</p>	<p>I can infer how to complete a task with audiovisual support.</p> <p>I can follow simple directions.</p> <p>I can understand simple questions about a process.</p> <p>I can understand a few lines in a <i>song*</i>.</p> <p>I can make a selection based on a short description.</p>

			<p>I can infer how to complete a task with audiovisual support.</p> <p>I can understand someone's simple description on an <i>assignment*</i>, <i>magazine article*</i>, <i>etc.*</i></p>	
2D	Identify cultural practices from authentic print, digital, audio, and audiovisual materials.			
	I can recognize whether a written message is formal or informal.	<p>I can recognize whether a written message is formal or informal.</p> <p>I can understand the difference between a spoken statement versus questions in people's conversations.</p>		

Level II: Novice High to Intermediate Low Proficiency

(3) Presentational Communication Essential Standards

(3) **Presentational communication**: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

Standard	Unit 1 (1st Nine Weeks)	Unit 2 (2nd Nine Weeks)	Unit 3 (3rd Nine Weeks)	Unit 4 (4th Nine Weeks)
3A	Express and support an opinion or preference orally and in writing with supporting statements; and			
	<p>I can tell/write where I like to go.</p> <p>I can say my favorite activities or famous people and those I don't like.</p> <p>I can say/write a rank-ordered list of my favorite to least favorite _____.</p> <p>I can create a bulleted list telling why _____ is my favorite.</p> <p>I can caption <i>pictures*</i> stating HOW MUCH I like or dislike something in the <i>photo*</i>.</p>	<p>I can recommend/write about a person, place, or thing to someone with a few details.</p> <p>I can present a brief description about someone such as my favorite character in a tv show, movie, story, etc.</p> <p>I can give an excuse about ____.</p>	<p>I can give/write a series of reasons why something is appealing to me.</p> <p>I can give or write a recommendation about something that is important to me.</p> <p>I can provide a simple description of something that is important to me in an effort to persuade others to participate.</p>	<p>I can give/write a series of reasons why something is appealing to me.</p> <p>I can give or write a recommendation about something that is important to me.</p>

3B	Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.			
	<p>I can name/caption a photo of my family members, their ages, their relationships to me, and what they like to do.</p> <p>I can state/write a few personality or physical characteristics of someone.</p> <p>I can name places in my community, town, city, state, or country.</p> <p>I can describe the location of a place or things relative to other places/things around it.</p> <p>I can talk about my favorite & least favorite activities.</p> <p>I can write about what I look like so someone can recognize me</p>	<p>I can name/caption/describe a photo of my family members, their ages, their relationships to me, and what they like to do.</p> <p>I can name places in my community, town, city, state or country.</p> <p>I can list my activities/schedule with some details.</p> <p>I can tell the location of an object/place relative to another object/place.</p> <p>I can fill out a to-do list, simple form or schedule.</p> <p>I can write information about my daily life in a letter, blog, discussion board, or email message.</p>	<p>I can talk/write about other's likes and dislikes.</p> <p>I can describe my daily life and surroundings, and a simple routine.</p> <p>I can write a short <i>note</i>, <i>text</i>, or <i>email</i>* to my friend about upcoming events/plans.</p> <p>I can write the sequence of events from a <i>story</i> or <i>video</i>*.</p> <p>I can recommend/write about a person, place, thing to someone with a few details.</p>	<p>I can describe/write about short or long-term goals.</p> <p>I can describe my surroundings including people, places and objects.</p> <p>I can state and write multiple step instructions for completing a process.</p> <p>I can provide a simple description of something that is important to me in an effort to persuade others to participate.</p>

Level II: Novice High to Intermediate Low Proficiency

(4) **Intercultural Communication:** The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

4A	Identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations;
	<ul style="list-style-type: none"> - I can identify locations to buy something and how culture affects where people shop in my own and other cultures. - I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. - I can interpret simple schedules and consider how people think about time in my own and other cultures. - I can schedule a call or video conference with a peer in the target culture with awareness of time differences and others' schedules. - I can identify geographical forms and how they affect a country's natural resources in my own and other cultures. - I can work with a peer in another culture to create a digital presentation on each country's natural resources. - I can use some Internet slang abbreviations to communicate a short message through social media.

4B	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes; and
	<ul style="list-style-type: none"> - I can use rehearsed behaviors when shopping in a familiar type of store. - I can identify familiar landmarks and monuments and what they represent to people in my own and other cultures. - I can act appropriately when purchasing an entrance ticket to a landmark or historic site. - I can identify some products that reveal a stereotype or exaggerated view of culture, in my own and other cultures. - I can work with a peer in the target culture to create posters exposing stereotyped images of each other's country.
4C	Describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance
	<ul style="list-style-type: none"> - I can answer simple questions about my study abroad plans. - I can identify some artists and musicians, their styles, and contributions, in my own and other cultures. - I can recommend sites to experience a variety of local and music styles. - I can identify examples of entertainment, social media and literature and peoples' attitudes toward them, in my own and other cultures. - I can identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media in my own and other cultures. - I can share with peers in another culture restaurants and foods that might be familiar to them.

Level 3: Novice High to Intermediate Low Proficiency

(1) Interpersonal Communication Essential Standard

These high priority standards have been identified as the most essential for level two. They guarantee all students will master these standards in Tier 1 instruction. It is still important to teach all standards that are non-essential.

Knowledge and Skills.

(1) **Interpersonal communication:** speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specificized proficiency levels. The students is expected to:

Standard	Unit 1 (1 st Nine Weeks)	Unit 2 (2 nd Nine Weeks)	Unit 3 (3 rd Nine Weeks)	Unit 4 (4 th Nine Weeks)
1A	Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversations;			
	<p>I can engage in small talk.</p> <p>I can exchange information about things in my daily life.</p> <p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can interact to ask and answer questions about _____</p> <p>I can make written plans via <i>text message</i>* with others for _____.</p> <p>I can write and respond to <i>digital communication</i>* formally about _____.</p> <p>I can exchange <i>messages</i>* socially (with my friends) about how to _____.</p> <p>I can ask for directions _____.</p> <p>I can exchange advice or recommendations about different options.</p>	<p>I can engage in small talk.</p> <p>I can interact with a partner to make, confirm, or change plans. (who, what, when, where, etc.)</p> <p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can exchange advice or recommendations about different options.</p> <p>I can participate in a conversation to compare _____.</p> <p>I can interact to ask for clarification by asking specific questions.</p> <p>I can write and respond to digital communication formally about _____.</p> <p>I can exchange messages socially (with my friends) about how to _____.</p> <p>I can exchange <i>texts</i>* with a friend to provide directions t_____.</p> <p>I can exchange messages with someone to give or receive advice.</p>	<p>I can engage in small talk.</p> <p>I can participate in a conversation to compare _____.</p> <p>I can interact to arrange a _____.</p> <p>I can interact with someone <i>at a place of business</i>*.</p> <p>I can exchange <i>emails</i>* with a _____ to find out more details about _____.</p> <p>I can exchange <i>texts</i>*with someone to give or receive advice.</p>	<p>I can engage in small talk.</p> <p>I can interact to schedule an appointment for <i>a job, hair salon</i>*, or other and say what I need.</p> <p>I can interact with my friends to plan an <i>ideal career, date, or other</i>*.</p> <p>I can interact with my <i>teacher</i>* to request an <i>extension due to an unforeseen personal matter</i>*.</p> <p>I can respond to other <i>people's post</i>*.</p> <p>I can exchange messages to learn about _____.</p> <p>I can exchange message to request or change _____.</p> <p>I can participate and support in an <i>online discussion</i>* about _____.</p> <p>I can exchange messages with my host family to learn about <i>each other's daily routines, chores and house rules</i>*.</p>

				I can respond to other <i>people's posts or blogs*</i> about topics such as <i>ways to stay healthy*</i> .
1B	Express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;			
<p>I can engage in small talk.</p> <p>I can exchange information about things in my daily life.</p> <p>I can compare things/activities in my daily life and exchange opinions. (</p> <p>I can interact to ask and answer questions about _____.</p> <p>I can interact with a partner to make, confirm, or change plans. (who, what, when, where, etc.)</p> <p>I can interact with my friends about social norms.</p> <p>I can make written plans via <i>text message*</i> with others for _____.</p> <p>I can write and respond to <i>digital communication*</i> formally about _____.</p> <p>I can exchange <i>messages*</i> socially (with my friends) about how to _____.</p> <p>I can offer my opinion in a response to a <i>blog's*</i> recommendations about _____.</p> <p>I can respond and offer my opinion/preferences about a <i>social media post*</i> or <i>gaming site*</i>.</p>	<p>I can engage in small talk.</p> <p>I can exchange information to plan out _____.</p> <p>I can interact with my friends about <i>social norms*</i>.</p> <p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can exchange advice or recommendations about different options.</p> <p>I can write and respond to digital communication formally about _____.</p> <p>I can offer my opinion in a response to a <i>blog's*</i> recommendations about _____.</p> <p>I can exchange messages socially (with my friends) about how to _____.</p> <p>I can exchange messages with someone to give or receive advice.</p> <p>I can post my reaction to a <i>social media*</i> post about _____.</p>	<p>I can engage in small talk.</p> <p>I can exchange information to make decisions about _____.</p> <p>I can participate in a conversation to compare _____.</p> <p>I can exchange information to plan out _____.</p> <p>I can interact to make plans based on the preferences of my group.</p> <p>I can interact to share ideas/opinions about celebrating a <i>special occasion/event*</i>.</p> <p>I can interact to identify points of agreement about _____.</p> <p>I can interact to share ideas about my preference on _____ and why.</p> <p>I can exchange <i>emails*</i> with a _____ to find out more details about _____.</p> <p>I can exchange <i>texts*</i> with someone to give or receive advice.</p> <p>I can post my reaction to a <i>social media post*</i> about _____.</p>	<p>I can engage in small talk</p> <p>I can interact to schedule an appointment for a <i>job, hair salon*</i>, or other and say what I need.</p> <p>I can interact with my friends to plan an <i>ideal career, date, or other*</i>.</p> <p>I can exchange opinions related to <i>dating practices*</i> in other countries and provide reasons.</p> <p>I can interact with my <i>teacher*</i> to request an <i>extension due to an unforeseen personal matter*</i>.</p> <p>I can exchange opinions about opposing viewpoints, such as <i>the length of the school day or work week*</i>.</p> <p>I can participate in a conversation with someone about current events such as ways to <i>save energy or recycling*</i>.</p> <p>I can respond to other <i>people's post*</i>.</p> <p>I can exchange messages to learn about _____.</p> <p>I can exchange message to request or change _____.</p>	

	<p>I can exchange advice or recommendations about different options.</p>			<p>I can trade opinions with someone about _____.</p> <p>I can participate and support in an <i>online discussion</i>* about _____.</p> <p>I can exchange messages with my host family to learn about <i>each other's daily routines, chores and house rules</i>*.</p> <p>I can respond to other <i>people's posts or blogs</i>* about topics such as <i>ways to stay healthy</i>*.</p>
<p>1C</p>	<p>Ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;</p>			
	<p>I can ask and answer practiced and some original questions using who, what, when, where, why, etc.</p> <p>I can make written plans via <i>text message</i>* with others for _____.</p> <p>I can write and respond to <i>digital communication</i>* formally about _____.</p> <p>I can exchange <i>messages</i>* socially (with my friends) about how to _____.</p> <p>I can ask for directions _____.</p> <p>I can exchange advice or recommendations about different options.</p>	<p>I can exchange information to plan out _____.</p> <p>I can interact with a partner to make, confirm, or change plans. (who, what, when, where, etc.)</p> <p>I can write and respond to digital communication formally about _____.</p> <p>I can exchange messages socially (with my friends) about how to _____.</p> <p>I can exchange <i>texts</i>* with a friend to provide directions to _____.</p> <p>I can exchange messages with someone to give or receive advice.</p>	<p>I can exchange information to make decisions about _____.</p> <p>I can exchange information to plan out _____.</p> <p>I can exchange <i>emails</i>* with a _____ to find out more details about _____.</p> <p>I can exchange <i>texts</i>* with someone to give or receive advice.</p> <p>I can <i>interact online</i>* to get help with _____.</p> <p>I can interact with <i>people online</i>* to make inquiries about _____.</p>	<p>I can interact with my friends to plan an <i>ideal career, date, or other</i>*.</p> <p>I can exchange opinions about opposing viewpoints, such as <i>the length of the school day or work week</i>*.</p> <p>I can participate in a conversation with someone about current events such as ways to <i>save energy or recycling</i>*.</p> <p>I can respond to other <i>people's post</i>*.</p> <p>I can exchange messages to learn about _____.</p> <p>I can exchange message to request or change _____.</p> <p>I can participate and support in an <i>online discussion</i>* about _____.</p> <p>I can exchange messages with my host family to learn about <i>each</i></p>

				<p><i>other's daily routines, chores and house rules*.</i></p> <p>I can respond to other <i>people's posts or blogs*</i> about topics such as <i>ways to stay healthy*</i>.</p>
1D	Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;			
<p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can interact with a partner to make, confirm, or change plans. (who, what, when, where, etc.)</p> <p>I can interact with my friends about social norms.</p> <p>I can make written plans via <i>text message*</i> with others for _____.</p> <p>I can write and respond to <i>digital communication*</i> formally about _____.</p> <p>I can exchange <i>messages*</i> socially (with my friends) about how to _____.</p> <p>I can offer my opinion in a response to a <i>blog's*</i> recommendations about _____.</p> <p>I can respond and offer my opinion/preferences about a <i>social media post*</i> or <i>gaming site*</i>.</p> <p>I can exchange advice or recommendations about different options.</p>	<p>I can compare things/activities in my daily life and exchange opinions.</p> <p>I can exchange advice or recommendations about different options.</p> <p>I can write and respond to digital communication formally about _____.</p> <p>I can offer my opinion in a response to a <i>blog's*</i> recommendations about _____.</p> <p>I can exchange messages socially (with my friends) about how to _____.</p> <p>I can exchange messages with someone to give or receive advice.</p> <p>I can post my reaction to a <i>social media*</i> post about _____.</p>	<p>I can participate in a conversation to compare _____.</p> <p>I can interact to arrange a _____.</p> <p>I can interact to make plans based on the preferences of my group.</p> <p>I can exchange <i>emails*</i> with a _____ to find out more details about _____.</p> <p>I can exchange <i>texts*</i> with someone to give or receive advice.</p> <p>I can post my reaction to a <i>social media post*</i> about _____.</p>	<p>I can interact with my friends to plan an <i>ideal career, date, or other*</i>.</p> <p>I can exchange opinions about opposing viewpoints, such as <i>the length of the school day or work week*</i>.</p> <p>I can participate in a conversation with someone about current events such as ways to <i>save energy or recycling*</i>.</p> <p>I can respond to other <i>people's post*</i>.</p> <p>I can exchange messages to learn about _____.</p> <p>I can exchange message to request or change _____.</p> <p>I can participate and support in an <i>online discussion*</i> about _____.</p> <p>I can exchange messages with my host family to learn about <i>each other's daily routines, chores and house rules*</i>.</p> <p>I can respond to other <i>people's posts or blogs*</i> about topics such as <i>ways to stay healthy*</i>.</p>	

E	Interact and react in spoken conversation using culturally appropriate expressions, register and gestures; and			
1F	Interact and react in writing using culturally appropriate expressions, register and style.			
	<p>I can engage in small talk.</p> <p>I can interact to ask and answer questions about _____.</p> <p>I can interact with a partner to make, confirm, or change plans. (who, what, when, where, etc.)</p> <p>I can interact with my friends about social norms.</p>	<p>I can engage in small talk.</p> <p>I can interact with my friends about <i>social norms</i>*.</p> <p>I can participate in a conversation to compare _____.</p> <p>I can interact to ask for clarification by asking specific questions.</p>	<p>I can engage in small talk.</p> <p>I can participate in a conversation to compare _____.</p> <p>I can interact to arrange a ____.</p> <p>I can interact with someone <i>at a place of business</i>*.</p> <p>I can interact to make plans based on the preferences of my group.</p> <p>I can interact to share ideas/opinions about celebrating <i>a special occasion/event</i>*.</p> <p>I can interact to identify points of agreement about _____.</p> <p>I can interact to share ideas about my preference on _____ and why.</p>	<p>I can engage in small talk.</p> <p>I can interact to schedule an appointment for <i>a job, hair salon</i>*, or other and say what I need</p> <p>I can interact with my friends to plan an <i>ideal career, date, or other</i>*.</p> <p>I can exchange opinions related to <i>dating practices</i>* in other countries and provide reasons.</p> <p>I can interact with my <i>teacher</i>* to request an <i>extension due to an unforeseen personal matter</i>*.</p> <p>I can exchange opinions about opposing viewpoints, such as <i>the length of the school day or work week</i>*.</p> <p>I can participate in a conversation with someone about current events such as ways to <i>save energy or recycling</i>*.</p>
	<p>I can make written plans via <i>text message</i>* with others for _____.</p> <p>I can write and respond to <i>digital communication</i>* formally about _____.</p> <p>I can exchange <i>messages</i>* socially (with my friends) about how to _____.</p> <p>I can ask for directions _____.</p> <p>I can offer my opinion in a response to _____.</p>	<p>I can write and respond to digital communication formally about _____.</p> <p>I can offer my opinion in a response to <i>a blog's</i>* recommendations about _____.</p> <p>I can exchange messages socially (with my friends) about how to _____.</p> <p>I can exchange messages with someone to give or receive advice.</p>	<p>I can exchange <i>emails</i>* with a _____ to find out more details about _____.</p> <p>I can exchange <i>texts</i>* with someone to give or receive advice.</p> <p>I can post my reaction to a <i>social media post</i>* about _____.</p> <p>I can <i>interact online</i>* to get help with _____.</p>	<p>I can respond to other <i>people's post</i>*.</p> <p>I can exchange messages to learn about _____.</p> <p>I can exchange message to request or change _____.</p> <p>I can trade opinions with someone about _____.</p> <p>I can participate and support in an <i>online discussion</i>* about _____.</p>

<p>a <i>blog's</i>* recommendations about _____.</p> <p>I can respond and offer my opinion/preferences about a <i>social media post</i>* or <i>gaming site</i>*.</p> <p>I can exchange advice or recommendations about different options.</p>	<p>I can post my reaction <i>to a social media</i>* post about _____.</p>	<p>I can interact with <i>people online</i>* to make inquiries about _____.</p>	<p>I can exchange messages with my host family to learn about <i>each other's daily routines, chores and house rules</i>*.</p> <p>I can respond to other <i>people's posts or blogs</i>* about topics such as <i>ways to stay healthy</i>*.</p>
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Level III: Novice High to Intermediate Low Proficiency

(2) Interpretive Communication Essential Standards

(2) **Interpretive communication**: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

Standard	Unit 1 (1 st Nine Weeks)	Unit 2 (2 nd Nine Weeks)	Unit 3 (3 rd Nine Weeks)	Unit 4 (4 th Nine Weeks)
2A	Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;			
	<p>I can make a selection based on a short description.</p> <p>I can understand a variety of simple messages on _____.</p> <p>I can understand someone's profile information on <i>social media</i>*.</p> <p>I can identify the topic and setting of a relevant, simple <i>literary piece/video</i>*.</p> <p>I can identify SOME of the events or actions described/shown in a relevant, simple <i>literary piece/video</i>*.</p> <p>I can describe SOME of the traits of a character as described/shown in a relevant, simple <i>literary piece/video</i>*.</p> <p>I can understand someone's simple descriptions, comments, feedback,</p>	<p>I can identify the topic and setting of a relevant, simple <i>literary piece/video</i>*.</p> <p>I can identify SOME of the events or actions described/shown in a relevant, simple <i>literary piece/video</i>*.</p> <p>I can understand someone's simple descriptions, comments, feedback, reactions, questions, directions and compliments given on <i>social media or in person, etc.</i>*</p> <p>I can follow simple directions from an audiovisual source.</p> <p>I can understand simple questions about a process.</p> <p>I can understand a <i>voicemail</i>* about important details.</p> <p>I can understand a few lines in a <i>song</i> and or <i>nursery rhyme</i>*.</p> <p>I can identify the main idea in a short conversation by listening or reading.</p>	<p>I can understand the personal messages exchanged in an <i>online forum</i>*</p> <p>I can understand a <i>text message</i>* from a friend about an assignment.</p> <p>I can understand a speaker's description of how his/her family celebrates a holiday.</p> <p>I can identify some major events in a <i>children's storybook</i>*.</p> <p>I can understand the motives of the antagonist in a <i>thriller</i>*.</p> <p>I can understand the place, time, and purpose of a meeting discussed in <i>online personal messages</i>*.</p> <p>I can understand a conversation by peers talking about a local event.</p>	<p>I can understand a conversation in which speakers are making a decision for a <i>collaborative project</i>*.</p> <p>I can understand a virtual chat between a <i>customer service representative and a customer</i>*.</p> <p>I can understand the meaning of the refrain of a <i>simple song</i>*.</p> <p>I can identify the main conflict in a <i>play</i>*.</p> <p>I can identify the main idea of a <i>simple poem</i>*.</p> <p>I can understand some basic facts reported by a witness <i>regarding an accident</i>*.</p> <p>I can understand live or recorded introductions and descriptions by <i>students from a partner school</i>*.</p>

	reactions, questions, directions and compliments given on <i>social media or in person</i> , on an <i>assignment</i> , in a <i>magazine article</i> , etc.*	I can understand the purpose of a written or spoken message.		I can understand essential information in a feature story in a <i>magazine</i> *. I can understand the basic requirements for a career as described on a <i>brochure</i> *.
2B	Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;			
	<p>I can make a selection based on a short description.</p> <p>I can understand someone's profile information on <i>social media</i>*.</p> <p>I can identify SOME of the events or actions described/shown in a relevant, simple <i>literary piece/video</i>*.</p> <p>I can describe SOME of the traits of a character as described/shown in a relevant, simple <i>literary piece/video</i>*.</p> <p>I can understand someone's simple descriptions, comments, feedback, reactions, questions, directions and compliments given on <i>social media or in person</i>, on an <i>assignment</i>, in a <i>magazine article</i>, etc.*</p>	<p>I can identify the topic and setting of a relevant, simple <i>literary piece/video</i>*.</p> <p>I can identify SOME of the events or actions described/shown in a relevant, simple <i>literary piece/video</i>*.</p> <p>I can understand someone's simple descriptions, comments, feedback, reactions, questions, directions and compliments given on <i>social media or in person</i>, etc.*</p> <p>I can understand simple questions about a process.</p> <p>I can understand a <i>voicemail</i>* about important details.</p> <p>I can understand a few lines in a <i>song</i> and or <i>nursery rhyme</i>*.</p> <p>I can identify the main idea in a short conversation by listening or reading.</p> <p>I can understand the purpose of a written or spoken message.</p>	<p>I can understand a <i>text message</i>* from a friend about an assignment.</p> <p>I can identify the order of key events from a simple story read aloud.</p> <p>I can identify some major events in a <i>children's storybook</i>*.</p> <p>I can understand the motives of the antagonist in a <i>thriller</i>*.</p> <p>I can understand the place, time, and purpose of a meeting discussed in <i>online personal messages</i></p>	<p>I can understand a virtual chat between a <i>customer service representative and a customer</i>*.</p> <p>I can understand the meaning of the refrain of a <i>simple song</i></p> <p>I can identify the main conflict in a <i>play</i>*.</p> <p>I can identify the main idea of a <i>simple poem</i>*.</p> <p>I can understand some basic facts reported by a witness <i>regarding an accident</i>*.</p> <p>I can understand live or recorded introductions and descriptions by <i>students from a partner school</i>*.</p> <p>I can understand essential information in a feature story in a <i>magazine</i>*.</p> <p>I can understand the basic requirements for a career as described on a <i>brochure</i>*.</p>
2C	Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual; and			
	<p>I can follow simple instructions/directions to do/complete a task.</p> <p>I can understand a variety of simple messages on _____.</p>	<p>I can identify the topic and setting of a relevant, simple <i>literary piece/video</i>*.</p> <p>I can infer how to complete a task with audiovisual support.</p> <p>I can understand simple questions about a process.</p>	<p>I can understand the personal messages exchanged in an <i>online forum</i>*</p> <p>I can understand a <i>text message</i>* from a friend about an assignment.</p> <p>I can identify the order of key events from a simple story read aloud.</p>	<p>I can understand a conversation in which speakers are making a decision for a <i>collaborative project</i>*.</p> <p>I can understand a virtual chat between a <i>customer service representative and a customer</i>*.</p>

	<p>I can understand someone's profile information on <i>social media</i>*.</p> <p>I can infer how to complete a task with audiovisual support.</p>	<p>I can understand a <i>voicemail</i>* about important details.</p> <p>I can understand a few lines in a <i>song</i> and or <i>nursery rhyme</i>*.</p> <p>I can identify the main idea in a short conversation by listening or reading.</p> <p>I can understand the purpose of a written or spoken message.</p>	<p>I can identify some major events in a <i>children's storybook</i>.</p> <p>I can understand the motives of the antagonist in a <i>thriller</i>*.</p> <p>I can understand the place, time, and purpose of a meeting discussed in <i>online personal messages</i>*.</p> <p>I can understand a conversation by peers talking about a local event.</p>	<p>I can understand the meaning of the refrain of a <i>simple song</i>*.</p> <p>I can identify the main conflict in a <i>play</i>*.</p> <p>I can identify the main idea of a <i>simple poem</i>*.</p> <p>I can understand some basic facts reported by a witness <i>regarding an accident</i>*.</p> <p>I can understand live or recorded introductions and descriptions by <i>students from a partner school</i>*.</p> <p>I can understand essential information in a feature story <i>in a magazine</i>*.</p> <p>I can understand the basic requirements for a career as <i>described on a brochure</i>*.</p>
<p>2D</p>	<p>Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</p>			
	<p>I can understand someone's simple descriptions, comments, feedback, reactions, questions, directions and compliments given on <i>social media or in person, on an assignment, in a magazine article, etc.</i>*</p>	<p>I can understand someone's simple descriptions, comments, feedback, reactions, questions, directions and compliments given on <i>social media or in person, etc.</i>*</p>	<p>I can understand a speaker's description of how his/her family celebrates a holiday. (2A, 2D)</p>	<p>I can identify the main conflict in a <i>play</i>*.</p> <p>I can identify the main idea of a <i>simple poem</i>*.</p> <p>I can understand essential information in a feature story <i>in a magazine</i>*.</p> <p>I can understand the basic requirements for a career as <i>described on a brochure</i>*.</p>

(3) **Presentational communication:** speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

Standard	Unit 1	Unit 2	Unit 3	Unit 4
3A	Express and defend opinion or preference orally and in writing with supporting statements and with recommendations			
	<p>I can recommend/write about a person, place, thing to someone with a few details.</p> <p>I can create a <i>slogan or simple poster*</i> and short description to promote _____.</p> <p>I can tell/write a description of my favorite character in a <i>TV show, movie, story, etc. *</i></p>	<p>I can give/write a series of reasons why something appealing to me.</p> <p>I can give or write a recommendation about something that is important to me.</p> <p>I can provide a simple description of something that is important to me in an effort to persuade others to participate.</p> <p>I can write/ask follow-up questions to obtain additional information.</p>	<p>I can present basic points and support my position on common issues such as <i>allowances for children, curfews for teenagers or budget-related topics*</i>.</p> <p>I can write/tell the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.</p>	<p>I can present information and support my point of view on rules or policies such as <i>phone use, dress code or requirements for driving*</i>.</p> <p>I can write a short autobiographical statement for a <i>competitive application for a study abroad program or job*</i>.</p> <p>I can describe how to plan and carry out an event in the target culture, such as a <i>party or celebration*</i>.</p>
3B	Narrate situations orally and events in writing using connected sentences with details and elaboration.			
	<p>I can tell/write information about my daily life in a <i>letter, blog, discussion board, or video message*</i>.</p> <p>I can tell/write about an event that I participated in or what I did.</p> <p>I can write the sequence of events from a <i>story or video*</i>.</p> <p>I can describe/write a simple process/routine/ directions.</p> <p>I can write simple captions for <i>pictures or photos*</i>.</p>	<p>I can describe/write a plan for short- or long-term goals. (</p> <p>I can retell/write about an event or something that happened to me.</p> <p>I can describe my surrounding including people, places and objects.</p> <p>I can tell/write multiple step instructions for completing a process or for planning something out.</p>	<p>I can describe my plans for an upcoming <i>family or social event*</i>.</p> <p>I can write about common events and daily routines at <i>school*</i> or in my place of <i>work*</i>.</p> <p>I can create an <i>online video*</i> about my school or workplace.</p> <p>I can write an announcement for the <i>school newspaper or a work newsletter*</i>.</p>	<p>I can tell a simple story about a <i>recent project I did*</i>.</p> <p>I can tell a simple story about a <i>childhood memory or a recent family trip or event*</i>.</p> <p>I can describe how to plan and carry out an event in the target culture, such as a <i>party or celebration*</i>.</p> <p>I can write the minutes or a debrief of a <i>club or other meeting*</i>.</p>

3C	Inform others orally and in writing about a variety of topics (aligned with AP topics) using connected sentences with details and elaboration			
	<p>I can give an excuse about _____.</p> <p>I can write a <i>short note, text, or email*</i> to my friend about upcoming events/plans.</p> <p>I can tell/write information about my daily life in a <i>letter, blog, discussion board, or video message*</i>.</p> <p>I can tell/write about an event that I participated in or what I did.</p> <p>I can recommend/write about a person, place, thing to someone with a few details.</p> <p>I can create a <i>slogan or simple poster*</i> and short description to promote _____.</p> <p>I can tell/write a description of my favorite character in a <i>TV show, movie, story, etc. *</i></p> <p>I can write an <i>email*</i> requesting more information about something.</p>	<p>I can give/write a series of reasons why something appealing to me.</p> <p>I can give or write a recommendation about something that is important to me.</p> <p>I can provide a simple description of something that is important to me in an effort to persuade others to participate.</p> <p>I can tell/write multiple step instructions for completing a process or for planning something out.</p>	<p>I can present basic points and support my position on common issues such as <i>allowances for children, curfews for teenagers or budget-related topics*</i>.</p> <p>I can write/tell the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.</p> <p>I can create an <i>online video*</i> about my school or workplace.</p> <p>I can write an announcement for the <i>school newspaper or a work newsletter*</i>.</p>	<p>I can write about personal, academic, or professional goals for a <i>college or job application*</i>.</p> <p>I can present information and support my point of view on rules or policies such as <i>phone use, dress code or requirements for driving*</i>.</p> <p>I can write a short autobiographical statement for a <i>competitive application for a study abroad program or job*</i>.</p> <p>I can describe how to plan and carry out an event in the target culture, such as a <i>party or celebration*</i>.</p> <p>I can write the minutes or a debrief of a <i>club or other meeting*</i>.</p>

Knowledge and Skills.

(4) Intercultural Communication: The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

4A	Identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations;
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	<ul style="list-style-type: none"> - I can identify locations to buy something and how culture affects where people shop in my own and other cultures. - I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. - I can interpret simple schedules and consider how people think about time in my own and other cultures. - I can schedule a call or video conference with a peer in the target culture with awareness of time differences and others' schedules. - I can identify geographical forms and how they affect a country's natural resources in my own and other cultures. - I can work with a peer in another culture to create a digital presentation on each country's natural resources. - I can use some Internet slang abbreviations to communicate a short message through social media.
4B	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes; and
	<ul style="list-style-type: none"> - I can use rehearsed behaviors when shopping in a familiar type of store. - I can identify familiar landmarks and monuments and what they represent to people in my own and other cultures. - I can act appropriately when purchasing an entrance ticket to a landmark or historic site. - I can identify some products that reveal a stereotype or exaggerated view of culture, in my own and other cultures. - I can work with a peer in the target culture to create posters exposing stereotyped images of each other's country.
4C	Describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance
	<ul style="list-style-type: none"> - I can answer simple questions about my study abroad plans. - I can identify some artists and musicians, their styles, and contributions, in my own and other cultures. - I can recommend sites to experience a variety of local and music styles. - I can identify examples of entertainment, social media and literature and peoples' attitudes toward them, in my own and other cultures. - I can identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media in my own and other cultures. - I can share with peers in another culture restaurants and foods that might be familiar to them.