

# Grades 9, 10, 11, 12

Adopted 2007

**Communication:  
Students communicate  
in the target language.**

## **A1 Interpersonal**

Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which would be comprehensible to a native speaker accustomed to interacting with language learners.

- a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.
- b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.
- c. Describe and explain states of being, orally or in sign language, and in writing.
- d. Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.
- e. Exchange information in writing on identified topics.

---

## **A2 Interpretive**

Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.

- a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.
- b. Identify main ideas, topics, and specific information in authentic films.
- c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.
- d. Interpret the author's use of literary devices evident in prose and poetry.

---

### **A3 Presentational**

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
- b. Relate a story about a personal experience or event orally or in sign language.
- c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.
- d. Write/sign brief narrative compositions and expository/informational compositions.
- e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken.
- f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.

---

### **A4 Language Comparisons**

Students use their understanding of the nature of language to enhance their communication in the target language.

- a. Compare a variety of grammatical structures and syntax between languages.
- b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.
- c. Use idiomatic expressions and/or proverbs in the target language.
- d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.

---

**Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.**

### **B1 Practices and Perspectives**

Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.

- a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.
- b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.
- c. Identify differences in cultural practices among peoples that speak the same language.

---

### **B2 Products and Perspectives**

Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.

---

### **B3 Comparisons with Own Culture**

Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.

- a. Identify and compare influential figures from the two cultures.
  - b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.
  - c. Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication.
- 

**Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.**

### **C1 Knowledge of Other Learning Results Content Areas**

Students use the target language to enhance their knowledge of other Learning Results content areas.

- a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.
  - b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
- 

### **C2 Distinctive Viewpoints**

Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.

- a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).
  - b. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).
  - c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture(s) in which the target language is spoken.
-

**Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.**

### **D1 Communities**

Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century.

- a. Interact with people, either in the community or online, who use the target language in their professions
- b. Independently access a variety of target language sources for one's own entertainment or enrichment.
- c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
- d. Communicate with target language speakers using the target language.