

Maine Learning Results: World Language 9-12 (2020)

French

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French I Performance Indicators by Standard

C1.A: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

C1.A.Nov.L I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.

- I can provide information by answering a few simple questions on very familiar topics using practiced or memorized words or phrases with the help of gestures or phrases.
- I can express some basic needs using practiced or memorized words or phrases with the help of gestures or visuals.
- I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals.

C1.A.Nov.M I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences and questions.
- I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

C1.A.Nov.H I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized and some original phrases, simple sentences, and questions.

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time.
- I can interact with others to meet my basic needs related to routine, everyday activities using simple sentences and questions most of the time.
- I can express, ask about, and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.

C1.B Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

C1.B.Nov.L I can identify practiced or memorized words in very familiar contexts in texts that are spoken, written, or signed.

- I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
- I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
- I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

C1.B.Nov.M I can identify some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words and phrases in texts that are spoken, written, or signed.

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

C1.B.Nov.H I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized simple sentences in texts that are spoken, written, or signed.

- I can identify the topic and some isolated facts from simple sentences in informational texts.
- I can identify the topic and some isolated elements from simple sentences in short fictional texts.
- I can understand familiar questions and statements from simple sentences in conversations.

C1.C: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

C1.C.Nov.L I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

- I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.
- I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.
- I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

C1.C.Nov.M I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
- I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

C2.A: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

C2.A.Nov.H In my own and other cultures, I can identify practices to help me understand perspectives.

- In my own and other cultures, I can identify typical practices related to familiar everyday life.
- In my own and other cultures, I can demonstrate typical cultural practices related to familiar everyday life.

C2.B: Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

C2.B.Nov.H In my own and other cultures, I can identify products to help me understand perspectives.

- In my own and other cultures, I can identify some typical products related to familiar everyday life.

C3.A: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

C3.A.Nov.H I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).

- I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.

C3.B: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

C3.B.Nov.M I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s).

- I can connect knowledge of simple structures and practices from my own language(s) and culture(s) to another.

C4.A: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

C4.A.Nov.M2 I can recognize a variety of similarities and differences between the target language and my own language.

- I can identify similarities and differences in the sound, writing, or signing systems.
- I can recognize cognates among languages.

C4.A.Nov.H I can recognize a variety of similarities and differences between the target language and my own language.

- I can make simple comparisons of basic language forms.
- I can recognize word borrowings and cognates among languages.
- I can recognize basic idiomatic expressions among languages.

C4.B: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

C4.B.Nov.M In my own and other cultures, I can identify products and practices to help me understand perspectives.

- I can identify products and practices in the target culture.
- I can compare simple patterns of behavior.

C4.B.Nov.H In my own and other cultures, I can identify products and practices to help me understand perspectives.

- I can identify products and practices in the target culture.
- I can compare patterns of behavior.
- I can recognize stereotypes and/or generalizations in my own and other cultures.

C5.A: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

C5.A.Nov.LM I can interact with the community by identifying or describing the target language outside the classroom.

- I can identify the target language in the community.
- I can share what I have learned about my target language and culture(s) outside the classroom.

C5.A.Nov.H I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.

- I can engage with resources to share or interact with the community.
- I can contribute to the community using cultural or linguistic skills.

C5.A.Int.LM I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.

- I can engage with resources to share or interact with the community.
- I can contribute to the community using cultural or linguistic skills.

C5.A.Int.H.Adv.L I can interact and collaborate with the community with cultural competence and linguistic skills.

- I can contribute to resources used in the community.
- I can contribute to the community using cultural or linguistic skills while demonstrating awareness and understanding of cultural differences and adjusting my behavior accordingly.

C5.B: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

C5.B.Nov.M I can choose goals for growth and reflect on my progress in using and enjoying the target language.

- I can choose a goal and describe or record my progress.

French II Performance Indicators by Standard

C1.A: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

C1.A.Nov.M I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences and questions.
- I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

C1.A.Nov.H I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized and some original phrases, simple sentences, and questions.

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences most of the time.
- I can interact with others to meet my basic needs related to routine, everyday activities using simple sentences and questions most of the time.
- I can express, ask about, and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.

C1.A.Int.L I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating simple sentences to ask and answer a variety of questions.

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- I can express, ask about and react, with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.

C1.B Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

C1.B.Nov.H I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized simple sentences in texts that are spoken, written, or signed.

- I can identify the topic and some isolated facts from simple sentences in informational texts.
- I can identify the topic and some isolated elements from simple sentences in short fictional texts.
- I can understand familiar questions and statements from simple sentences in conversations.

C1.B.Int.L I can understand the topic and some pieces of information on familiar topics from sentences within texts that are spoken, written, or signed.

- I can identify the topic and related information from simple sentences in short informational texts.
- I can identify the topic and related information from simple sentences in short fictional texts.
- I can identify the main idea in short conversations.

C1.C: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

C1.C.Nov.M I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
- I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

C1.C.Nov.H I can present information on both very familiar and everyday topics using simple sentences most of the time.

- I can present personal information about my life and activities, using simple sentences most of the time.

- I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.
- I can present on familiar and everyday topics, using simple sentences most of the time.

C1.C.Int.L I can communicate information, make presentations, and express my thoughts about familiar topics, using simple sentences through spoken, written, or signed language.

- I can present personal information about my life, activities and events, using simple sentences.
- I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
- I can present on familiar and everyday topics, using simple sentences.

C2.A: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

C2.A.Nov.H2 In my own and other cultures, I can identify practices to help me understand perspectives.

- In my own and other cultures, I can identify typical practices related to familiar everyday life.
- In my own and other cultures, I can demonstrate typical cultural practices related to familiar everyday life.

C2.B: Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

C2.B.Nov.H In my own and other cultures, I can identify products to help me understand perspectives.

- In my own and other cultures, I can identify some typical products related to familiar everyday life.

C3.A: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

C3.A.Nov.H I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).

- I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.

C3.B: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

C3.B.Nov.M I can recognize some distinctive viewpoints available only through authentic target language resources.

- I can connect knowledge of structures and practices from my own language(s) and culture(s) to another.
- I can identify information about the target culture(s) through culturally authentic communication.

C4.A: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

C4.A.Nov.M2 I can recognize a variety of similarities and differences between the target language and my own language.

- I can identify similarities and differences in the sound, writing, or signing systems.
- I can recognize cognates among languages.

C4.A.Nov.H I can recognize a variety of similarities and differences between the target language and my own language.

- I can make simple comparisons of basic language forms.
- I can recognize word borrowings and cognates among languages.
- I can recognize basic idiomatic expressions among languages.

C4.B: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

C4.B.Nov.H In my own and other cultures, I can identify products and practices to help me understand perspectives.

- I can identify products and practices in the target culture.
- I can compare patterns of behavior.
- I can recognize stereotypes and/or generalizations in my own and other cultures.

C5.A: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

C5.A.Nov.M I can interact with the community by identifying or describing the target language outside the classroom.

- I can identify the target language in the community.
- I can share what I have learned about my target language and culture(s) outside the classroom.

C5.B: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

C5.B.Int.H.Adv.L I can set goals for myself that facilitate my engagement with the community and reflect on my experiences.

- I can create goals for myself and record and reflect on my progress.
- I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.

French III Performance Indicators by Standard

C1.A: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

C1.A.Int.L I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating simple sentences to ask and answer a variety of questions.

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- I can express, ask about and react, with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.

C1.A.Int.M I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can exchange preferences, feelings and opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences, and asking a variety of follow-up questions.

C1.A.Int.H I can participate in spontaneous spoken, written or signed conversations on familiar topics and some concrete topics that I have researched, creating a series of connected sentences, and asking a variety of questions, often across various time frames.

- I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can interact with others to meet my needs in a variety of situations - sometimes involving a complication - using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.
- I can explain preferences, opinions and emotions, and provide advice on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.

C1.B Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

C1.B.Int.M I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

- I can understand the main idea and key information in short straightforward informational texts.
- I can understand the main idea and key information in short straightforward fictional texts.
- I can identify the main idea and key information in short straightforward conversations.

C1.B.Int.H I can usually follow the main message and most pieces of information on familiar topics from sentences and series of connected sentences in various time frames within texts that are spoken, written, or signed.

- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
- I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

C1.C: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

C1.C.Int.L I can communicate information, make presentations, and express my thoughts about familiar topics, using simple sentences through spoken, written, or signed language.

- I can present personal information about my life, activities and events, using simple sentences.
- I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
- I can present on familiar and everyday topics, using simple sentences.

C1.C.Int.M I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

C1.C.Int.H I can communicate information, make presentations, and express my thoughts about familiar or researched topics, using a few short paragraphs often across various time frames through spoken, written, or signed language.

- I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

C2.A: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. .

C2.A.Int.LM In my own and other cultures, I can make comparisons among cultural practices to help me understand perspectives.

- In my own and other cultures, I can demonstrate and engage in typical cultural practices related to everyday life and personal interests or studies.
- In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.
- In my own and other cultures, I can identify and compare historical eras.

C2.B: Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

C2.B.Int.LM In my own and other cultures, I can make comparisons among cultural products to help me understand perspectives.

- In my own and other cultures, I can compare products related to everyday life and personal interests or studies.
- In my own and other cultures, I can identify and compare historical eras.

C3.A: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

C3.A.Int.LM I can apply information acquired in other MLR content areas to further my knowledge and skills in the target language and associated culture(s).

- I can apply information and/or skills from other MLR content areas including literature, social studies, science and technology, and/or the visual and performing arts to topics discussed in the world language classroom.

C3.B: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

C3.B.Int.LM I can locate authentic resources and identify ideas about the language and associated culture(s) that are available only through resources in the target language.

- I can locate media or other authentic sources from the target language and the culture(s) in which the target language is the primary form of communication.
- I can compare and contrast a perspective and/or practice of a culture(s) with my own culture(s).

C4.A: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

C4.A.Nov.M2 I can recognize a variety of similarities and differences between the target language and my own language.

- I can identify similarities and differences in the sound, writing, or signing systems.
- I can recognize cognates among languages.

C4.A.Nov.H I can recognize a variety of similarities and differences between the target language and my own language.

- I can make simple comparisons of basic language forms.
- I can recognize word borrowings and cognates among languages.
- I can recognize basic idiomatic expressions among languages.

C4.A.Int.LM I can recognize a variety of similarities and differences between the target language and my own language.

- I can make simple comparisons of basic language forms.
- I can recognize word borrowings and cognates among languages.
- I can recognize basic idiomatic expressions among languages.

C4.B: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

C4.B.Nov.H In my own and other cultures, I can identify products and practices to help me understand perspectives.

- I can identify products and practices in the target culture.
- I can compare patterns of behavior.
- I can recognize stereotypes and/or generalizations in my own and other cultures.

C4.B.Int.LM In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

- In my own and other cultures, I can compare products and practices related to everyday life and personal interests or studies.
- In my own and other cultures, I can identify stereotypes and their role in the past and present treatment of groups and people.
- In my own and other cultures, I can recognize the perspectives of those from different cultures to build empathy.
- In my own and other cultures, I can communicate using some culturally appropriate behaviors and make basic comparisons among them.

C4.B.Int.H.Adv.L In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.

- In my own and other cultures, I can explain how a variety of products and practices of public and personal interest are related to perspectives.
- In my own and other cultures, I can explain how group identities have been formed by stereotypes and their role in the past and present treatment of groups and people.
- In my own and other cultures, I can take the perspectives of those from different cultures to build empathy.
- In my own and other cultures, I can communicate using culturally appropriate behaviors and make comparisons among them.

C5.A: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

C5.A.Nov.H I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.

- I can engage with resources to share or interact with the community.
- I can contribute to the community using cultural or linguistic skills.

C5.A.Int.LM I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.

- I can engage with resources to share or interact with the community.
- I can contribute to the community using cultural or linguistic skills.

C5.B: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

C5.B.Int.H.Adv.L I can set goals for myself that facilitate my engagement with the community and reflect on my experiences.

- I can create goals for myself and record and reflect on my progress.
- I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.

French IV Performance Indicators by Standard

C1.A: Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

C1.A.Int.H I can participate in spontaneous spoken, written or signed conversations on familiar topics and some concrete topics that I have researched, creating a series of connected sentences, and asking a variety of questions, often across various time frames.

- I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can interact with others to meet my needs in a variety of situations - sometimes involving a complication - using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.
- I can explain preferences, opinions and emotions, and provide advice on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.

C1.A.Adv.L I can maintain spontaneous spoken, written or signed conversations and discussions across various time frames on familiar and concrete topics using a series of connected sentences.

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

- I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation using a few simple paragraphs across major time frames.
- I can maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

C1.B Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

C1.B.Int.H I can usually follow the main message and most pieces of information on familiar topics from sentences and series of connected sentences in various time frames within texts that are spoken, written, or signed.

- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
- I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

C1.B.Adv.L I can understand the main message and some supporting details on familiar and general interest topics across major time frames from complex, organized texts that are spoken, written, or signed.

- I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.
- I can follow the main story and some supporting detail across major time frames in fictional texts.
- I can understand the main message and some supporting details across major time frames in conversations and discussions.

C1.C: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

C1.C.Int.H I can communicate information, make presentations, and express my thoughts about familiar or researched topics, using a few short paragraphs often across various time frames through spoken, written, or signed language.

- I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

C1.C.Adv.L I can deliver presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.
- I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

C2.A: Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

C2.A.Int.H.Adv.L In my own and other cultures, I can analyze and explain some diversity among cultural practices and how they relate to perspectives.

- In my own and other cultures, I can engage in or analyze some authentic cultural practices related to everyday life and personal interests or studies.
- In my own and other cultures, I can analyze and explain how a variety of practices within familiar and social situations are related to perspectives.

- In my own and other cultures, I can analyze and explain how cultural practices have changed through historical eras.
- In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural practices.

C2.B: Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

C2.B.Int.H.Adv.L In my own and other cultures, I can analyze and explain diversity among cultural products and how they relate to perspectives.

- In my own and other cultures, I can analyze and explain how a variety of products of public and personal interest are related to perspectives.
- In my own and other cultures, I can analyze and explain how cultural products have changed through historical eras.
- In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural products.

C3.A: Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

C3.A.Int.H.Adv.L I can apply information acquired in other MLR content areas to further my knowledge and skills in the target language and associated culture(s).

- I can apply information and/or skills from other MLR content areas including literature, social studies, science and technology, and/or the visual and performing arts to topics discussed in the world language classroom.

C3.B: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

C3.B.Int.H.Adv.L I can locate authentic resources and describe ideas about the language and associated culture(s) that are available only through resources in the target language.

- I can interpret short samples of discourse in the target language that reflect the culture(s) in which the target language is the primary form of communication and make connections to the viewpoints of the culture(s) associated with the target language(s).
- I can locate selected magazines, newspapers, authentic entertainment media and/or electronic media in the target language and use these media as the basis for describing the viewpoints of the culture(s) associated with the target language(s).

C4.A: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

C4.A.Nov.M2 I can recognize a variety of similarities and differences between the target language and my own language.

- I can identify similarities and differences in the sound, writing, or signing systems.
- I can recognize cognates among languages.

C4.A.Nov.H I can recognize a variety of similarities and differences between the target language and my own language.

- I can make simple comparisons of basic language forms.
- I can recognize word borrowings and cognates among languages.
- I can recognize basic idiomatic expressions among languages.

C4.A.Int.H.Adv.L I can use my understanding of language comparisons to enhance my communication in the target language.

- I can compare a variety of grammatical structures and syntax between languages including how time frames are expressed.
- I can compare and analyze cognates and idiomatic expressions including their evolutions and origins.
- I can analyze language comparisons and explain connections and differences between languages.

C4.B: Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

C4.B.Nov.H In my own and other cultures, I can identify products and practices to help me understand perspectives.

- I can identify products and practices in the target culture.
- I can compare patterns of behavior.
- I can recognize stereotypes and/or generalizations in my own and other cultures.

C4.B.Int.LM In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

- In my own and other cultures, I can compare products and practices related to everyday life and personal interests or studies.
- In my own and other cultures, I can identify stereotypes and their role in the past and present treatment of groups and people.
- In my own and other cultures, I can recognize the perspectives of those from different cultures to build empathy.
- In my own and other cultures, I can communicate using some culturally appropriate behaviors and make basic comparisons among them.

C4.B.Int.H.Adv.L In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.

- In my own and other cultures, I can explain how a variety of products and practices of public and personal interest are related to perspectives.
- In my own and other cultures, I can explain how group identities have been formed by stereotypes and their role in the past and present treatment of groups and people.
- In my own and other cultures, I can take the perspectives of those from different cultures to build empathy.
- In my own and other cultures, I can communicate using culturally appropriate behaviors and make comparisons among them.

C5.A: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

C5.A.Int.H.Adv.L I can interact and collaborate with the community with cultural competence and linguistic skills.

- I can contribute to resources used in the community.
- I can contribute to the community using cultural or linguistic skills while demonstrating awareness and understanding of cultural differences and adjusting my behavior accordingly.

C5.B: Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

C5.B.Int.H.Adv.L I can set goals for myself that facilitate my engagement with the community and reflect on my experiences.

- I can create goals for myself and record and reflect on my progress.
- I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.