

Advanced

**INTERCULTURAL
COMMUNICATION (ICC):
Investigation and
Interaction** ICC

1 Investigate Standard: Learners use the language to investigate, explain and reflect on the relationship between the products and practices of the cultures studied.

ICC.1.INV

In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives.

- 1 Products: In my own and other cultures, I can explain how a variety of products of public and personal interest are related to perspectives. A.ICC.1.INV.Q1
 - 2 Practices: In my own and other cultures, I can explain how a variety of practices within familiar and social situations are related to perspectives. A.ICC.1.INV.Q2
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**COMMUNICATION:
Interpretive Reading (IR)
and Interpretive
Listening (IL) IR/IL**

1 Interpretive Standard: Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics. C.1.IR/IL

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.

Low Performance

- 1 Informational and Fictional Texts: I can identify the underlying message and some supporting details across major time frames in fictional and descriptive informational texts. AL.C.1.IR/IL.Q1
- 2 Conversations and Discussions: I can identify the main message and some supporting details across major time frames in conversations and discussions. AL.C.1.IR/IL.Q2

Mid Performance

- 1 Informational and Fictional Texts: I can understand the underlying message and most supporting details across major time frames in fictional and descriptive informational texts. AM.C.1.IR/IL.Q1
- 2 Conversations and Discussions: I can understand the main message and most supporting details across major time frames in conversations and discussions. AM.C.1.IR/IL.Q2

High-Performance

- 1 Informational and Fictional Texts: I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within fictional and informational texts. AH.C.1.IR/IL.Q1
 - 2 Conversations and Discussions: I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions. AH.C.1.IR/IL.Q2
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COMMUNICATION
Interpersonal Speaking,
Listening and Writing
(IS/IL/IW) IS/IL/IW

2 Interpersonal Standard: Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions. C.2.IS/IL/IW

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

Low Performance

- 1 Information and Ideas: 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. AL.C.2.IS/IL/IW.Q1
- 2 Needs and Situations: 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. AL.C.2.IS/IL/IW.Q2
- 3 Preferences and Opinions: 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. AL.C.2.IS/IL/IW.Q3

Mid Performance

- 1 Information and Ideas: I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames. AM.C.2.IS/IL/IW.Q1
- 2 Needs and Situations: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames. AM.C.2.IS/IL/IW.Q2
- 3 Preferences and Opinions: I can maintain extended conversations by supporting, reacting to and comparing preferences and opinions and expressing advice and emotions in detail across major time frames and by asking probing questions. AM.C.2.IS/IL/IW.Q3

High-Performance

- 1 Information and Ideas: I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations. AH.C.2.IS/IL/IW.Q1
 - 2 Needs and Situations: I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. AH.C.2.IS/IL/IW.Q2
 - 3 Preferences and Opinions: I can discuss, support and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues and asking precise questions. AH.C.2.IS/IL/IW.Q3
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COMMUNICATION:
Presentational Writing
(PW) and Presentational
Speaking (PS) PW/PS

3 Presentational Standard: Learners present information, concepts and ideas to an audience of listeners or readers on a variety of topics. C.3.PW/PS

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

Low Performance

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

Mid Performance

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

High-Performance

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