

# Advanced High

## Communication

- 1 Interpretive Communication - In narrative, descriptive, persuasive, and hypothetical texts and conversation on a wide variety of complex, hypothetical, and abstract topics, relying upon understanding of extended discourse composed of purposefully organized and connected paragraphs across multiple time frames, students: 1**
  - a Analyze traits of multiple cultures and communities, and how this may influence the author's lens and their own understanding. **AH.1.A**
  - b Evaluate the main message or story, its supporting details, and its underlying, and even subtle features and nuances of the text. **AH.1.B**

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- 2 Interpersonal Communication - In conversations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that speakers/signers of the language easily understand, students: 2**
  - a Respond to culturally diverse interlocutors, products, practices, and ideas while identifying their own and others' biases and demonstrating empathy and understanding. **AH.2.A**
  - b Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations. **AH.2.B**
  - c Initiate, sustain, and end authentic conversations. **AH.2.C**
  - d Propose and evaluate solutions to complex and/or hypothetical situations. **AH.2.D**
  - e Describe, narrate, and compare with rich, complex details across all major time frames. **AH.2.E**
  - f Negotiate to resolve an unexpected, unfamiliar complication. **AH.2.F**
  - g Discuss real-world abstract and complex matters. **AH.2.G**

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**3 Presentational Communication – In presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that speakers/signers of the language easily understand, students: 3**

- a Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of audiences, cultures, communities, and contexts. [AH.3.A](#)
- b Present rich, complex, detailed, organized, and culturally relevant information. [AH.3.B](#)
- c Clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources. [AH.3.C](#)
- d Describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner. [AH.3.D](#)
- e Provide detailed, reasonable hypotheses and speculations. [AH.3.E](#)

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**4 Intercultural Communication – In interactions in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that is easily comprehensible to any writers/speakers/signers of the language, students: 4**

- a Invoke, discuss, and inquire about many distinct products and practices that inform the perspectives of an audience or interlocutor. [AH.4.A](#)
- b Adapt their language and behavior when interacting with others from target-language cultures in social and professional situations. [AH.4.B](#)
- c Communicate in a manner that is free of traits of students' personal languages or cultures that would offend or confuse the audience/interlocutor. [AH.4.C](#)
- d Demonstrate awareness of cultural diversity and bias. [AH.4.D](#)
- e Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues. [AH.4.E](#)

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**Linguistic Cultures**

**5 Cultures - In a variety of general and specialized settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often but sometimes need help to: 5**

- a Analyze and evaluate variations among products and practices and how they relate to perspectives in multiple cultures and communities. [AH.5.A](#)
- b Analyze and evaluate the contributions of various cultural influences in the development of identity. [AH.5.B](#)
- c Investigate solutions to intercultural conflicts across generations around the globe. [AH.5.C](#)

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**6 Comparisons - In a variety of general and specialized settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often, but sometimes need help to: 6**

- a Investigate, explain, and reflect on the nature of culture through comparisons of diverse target-language cultures and their own by: **AH.6.A**
  - 1 Comparing how products, practices, and perspectives reciprocally affect one another over time. **AH.6.A.1**
  - 2 Taking the perspective of those from different cultures, to build empathy. **AH.6.A.2**
  - 3 Analyzing the impact of unequal power structures on the development of group identities and cultures. **AH.6.A.3**
- b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: **AH.6.B**
  - 1 Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. **AH.6.B.1**
  - 2 Discussing and analyzing the relationship of syntax and meaning. **AH.6.B.2**
  - 3 Analyzing and explaining how tone and nuance are expressed. **AH.6.B.3**

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**Lifelong Learning**

**7 Connections - In a variety of general and specialized settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often, but sometimes need help to: 7**

- a Research, analyze, discuss, and hypothesize areas of specialized professional and academic expertise across content areas. **AH.7.A**
- b Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from target-language cultures. **AH.7.B**

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**8 Communities - In a variety of general and specialized settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often, but sometimes need help to: 8**

- a Apply cultural and linguistic skills to participate in the school, local, and global community by: **AH.8.A**
  - 1 Partnering with individuals and organizations to further investigate and enjoy target-language cultures. **AH.8.A.1**
  - 2 Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, and evaluate solutions to complex issues facing the community. **AH.8.A.2**
- b Become lifelong learners by: **AH.8.B**
  - 1 Using languages for enjoyment and enrichment and creating opportunities to do so. **AH.8.B.1**
  - 2 Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. **AH.8.B.2**
  - 3 Analyzing educational and career connections and the complexities of bilingualism to develop a personal plan for language acquisition. **AH.8.B.3**
  - 4 Identifying challenges and strategies for growth and reflecting upon progress. **AH.8.B.4**