

# Novice Level (7-12)

Adopted 2020

## Interpretive Intercultural Communication

### **INT-C. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NL.INT-C

1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. NL.INT-C.1
2. Recognize a few very simple behaviors in other cultures. NL.INT-C.2
3. Understand a few familiar words or phrases in: NL.INT-C.3
  - a. Authentic informational texts; NL.INT-C.3.A
  - b. Authentic fictional texts; NL.INT-C.3.B
  - c. Overheard or observed conversations. NL.INT-C.3.C

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### **INT-C. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NM.INT-C

1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NM.INT-C.1
2. Identify familiar or everyday behaviors in other cultures. NM.INT-C.2
3. Understand very basic information in: NM.INT-C.3
  - a. Authentic informational texts; NM.INT-C.3.A
  - b. Authentic fictional texts; NM.INT-C.3.B
  - c. Overheard or observed conversations. NM.INT-C.3.C

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### **INT-C. Identify the topic and basic related information from simple sentences.** NH.INT-C

1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NH.INT-C.1
  2. Identify and compare familiar or everyday behaviors in native and other cultures. NH.INT-C.2
  3. Understand the topic and some isolated facts in: NH.INT-C.3
    - a. Authentic informational texts; NH.INT-C.3.A
    - b. Authentic fictional texts; NH.INT-C.3.B
    - c. Overheard or observed conversations. NH.INT-C.3.C
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## Interpretive Literacy

### **INT-LIT. Use literacy skills to make meaning from authentic texts\* that are spoken, written or signed.** NL.INT-LIT

1. Recognize cognates and familiar or practiced words, as well as nontraditional letters, accents, characters or tone marks. NL.INT-LIT.1
  2. Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles. NL.INT-LIT.2
  3. Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?" NL.INT-LIT.3
  4. Make personal connections to a text using prior knowledge or experiences. NL.INT-LIT.4
  5. Use digital and cultural resources appropriately. NL.INT-LIT.5
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### **INT-LIT. Use literacy skills to comprehend authentic texts\* that are spoken, written or signed.** NM.INT-LIT

1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. NM.INT-LIT.1
  2. Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules. NM.INT-LIT.2
  3. Use literal or factual self-questioning before, during and after engaging with texts, such as "What time, who is, why or how?" NM.INT-LIT.3
  4. Make personal connections to a text using prior knowledge or experiences. NM.INT-LIT.4
  5. Use digital and cultural resources appropriately. NM.INT-LIT.5
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### **INT-LIT. Use literacy skills to comprehend authentic texts\* that are spoken, written or signed.** NH.INT-LIT

1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. NH.INT-LIT.1
  2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions. NH.INT-LIT.2
  3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?" NH.INT-LIT.3
  4. Make simple text-to-text connections using information from previous texts. NH.INT-LIT.4
  5. Select relevant digital and cultural resources and use appropriately. NH.INT-LIT.5
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## Interpretive Listening And Viewing

### **INT-ILV. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NL.INT-ILV

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
  - <li>Holidays, celebrations;</li><li>School supplies, school schedules.</li></ul> NL.INT-ILV.1
    - a. Recognize a few individual words in a voicemail or public announcement. NL.INT-ILV.1.A
  - 2. Recognize common opening and closing words in oral or video storytelling. NL.INT-ILV.2
  - 3. Follow simple directions for classroom tasks or routines. NL.INT-ILV.3
  - 4. Recognize very basic information or questions from overheard or observed conversations, such as greetings, introductions, name, title or age. NL.INT-ILV.4

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### **INT-ILV. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NM.INT-ILV

1. Identify similarities and differences between typical cultural products, and practices to help understand perspectives in native and other cultures, such as:
  - <li>Food, mealtimes, importance of dining together;</li><li>Clothing, leisure activities, appropriate dress.</li></ul> NM.INT-ILV.1
  - 2. Recognize repeated words, taglines or short quotes from jingles, travel ads or movie trailers. NM.INT-ILV.2
  - 3. Identify simple phrases describing physical or personality traits of a cartoon or movie character. NM.INT-ILV.3
  - 4. Follow directions to pack a suitcase or fill in a graphic organizer. NM.INT-ILV.4
  - 5. Identify basic information and questions from overheard or observed conversations, such as phone number, residence, family members and occupation. NM.INT-ILV.5

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**INT-ILV. Identify the topic and basic related information from simple sentences.** NH.INT-ILV

1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>Video and cell phones, school life, importance of extracurriculars;</li>
  - <li>Currency, shopping, saving vs spending.</li></ul> NH.INT-ILV.1
2. Identify individual facts from radio or video ads, such as product name, cost and where to buy it. NH.INT-ILV.2
3. Identify individual events in an episode of a video-streamed series, including characters, setting or theme. NH.INT-ILV.3
4. Follow simple steps in an online video to make food or draw an image. NH.INT-ILV.4
5. Identify simple information and questions about weekend plans or preferences from a conversation among peers. NH.INT-ILV.5

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**Interpretive Reading**

**INT-IR. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions.** NL.INT-IR

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
  - <li>Greetings, how people greet others;</li>
  - <li>Clothing, how people dress.</li></ul> NL.INT-IR.1
2. Recognize a few individual words in school schedules, menus or headlines. NL.INT-IR.2
3. Recognize characters' names in a fairy tale or a few words in a movie poster. NL.INT-IR.3
4. Follow familiar instructions or routines posted in the classroom. NL.INT-IR.4
5. Recognize question words in a text or email. NL.INT-IR.5

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**INT-IR. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions** NM.INT-IR

1. Identify similarities and differences between typical cultural products and practices to understand perspectives in native and other cultures, such as:
  - <li>Decorations, how people celebrate, reasons for celebrations;</li>
  - <li>Types of houses, dining habits, size of rooms.</li></ul> NM.INT-IR.1
2. Identify items on a shopping list, food label categories or information from a weather forecast with symbols. NM.INT-IR.2
3. Identify simple facts from captions in an illustrated book or simple phrases describing a story character. NM.INT-IR.3
4. Follow a printed schedule or simple website recipe. NM.INT-IR.4
5. Recognize very common abbreviations in a social media post. NM.INT-IR.5

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**INT-IR. Identify the topic and basic related information from simple sentences.** NH.INT-IR

1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - Meals, grocery shopping, food trends;
  - Rooms in a house, use of space, size of appliances. NH.INT-IR.1
2. Identify the topic and a few events in a family story or historical account. NH.INT-IR.2
3. Identify some details or actions from a scene in a play, including characters, setting or theme. NH.INT-IR.3
4. Follow multiple steps to learn a simple dance or complete a scavenger hunt. NH.INT-IR.4
5. Identify simple descriptions in a group text. NH.INT-IR.5

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**Interpersonal  
Intercultural  
Communication**

**INP-C. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.** NL.INP-C

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NL.INP-C.1
2. Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification. NL.INP-C.2
3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation. NL.INP-C.3
4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. NL.INP-C.4
5. Use digital and cultural resources appropriately. NL.INP-C.5

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**INP-C. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** NM.INP-C

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NM.INP-C.1
2. Use very simple verbal and non-verbal interjections, rejoinders, requests for clarification, interrogatives or transition words. NM.INP-C.2
3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch. NM.INP-C.3
4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. NM.INP-C.4
5. Use digital and cultural resources appropriately. NM.INP-C.5

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**INP-C. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** NH . INP - C

1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest. NH . INP - C . 1
2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words. NH . INP - C . 2
3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch. NH . INP - C . 3
4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation. NH . INP - C . 4
5. Select relevant digital and cultural resources and use appropriately. NH . INP - C . 5

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**Interpersonal Listening  
And Speaking Or Signing**

**INP-LSS. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.** NL . INP - LSS

1. Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as:
  - <li>Flags, flag design;
  - 2. Imitate culturally appropriate behavior at a festival or holiday celebration. NL . INP - LSS . 2
  - 3. Respond when asked the price of a lunch item. NL . INP - LSS . 3
  - 4. Volunteer when the teacher asks for help in the classroom. NL . INP - LSS . 4
  - 5. Tell favorite type of animal or pet to a visitor from an international zoo. NL . INP - LSS . 5

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**INP-LSS. Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.** NM . INP - LSS

1. Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>Invitations, special occasions, reasons for celebrations;</li><li>Rooms in a house, house design, what makes a house a home.</li></ul> NM . INP - LSS . 1
  - 2. Use rehearsed culturally appropriate behavior when purchasing an item. NM . INP - LSS . 2
  - 3. Ask and answer simple questions about the weather when deciding what to wear to an outdoor event NM . INP - LSS . 3
  - 4. Interact with the waiter to ask for food at a café or restaurant. NM . INP - LSS . 4
  - 5. Ask and answer simple questions with a peer about favorite singers or movies. NM . INP - LSS . 5

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**INP-LSS. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.** NH. INP-LSS

1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>School schedules, course selection, importance of academics;</li><li>National parks, study of geography, importance of natural resources.</li></ul> NH. INP-LSS.1
  - 2. Use foreign currency with an understanding of its conversion value. NH. INP-LSS.2
  - 3. Ask and answer simple questions about an infographic on a topic of interest NH. INP-LSS.3
  - 4. Interact with a group of friends to plan deadlines and who will do what for an upcoming event. NH. INP-LSS.4
  - 5. Exchange opinions about which photo apps are more useful than others and tell why. NH. INP-LSS.5

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**Interpersonal Reading  
And Writing**

**INP-IRW. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures.** NL. INP-IRW

1. Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as:
  - <li>Months, calendars;</li><li>Types of pets, popular pet names</li></ul> NL. INP-IRW.1
  - 2. Use culturally appropriate greetings or abbreviations in a text message. NL. INP-IRW.2
  - 3. Tell what time lunch is in response to a new student's text. NL. INP-IRW.3
  - 4. Respond to a family member's text asking what type of takeout food to bring home. NL. INP-IRW.4
  - 5. Respond to a simple interactive survey about favorite pets, movies or clothes. NL. INP-IRW.5

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**INP-IRW. Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences.** NM.INP-IRW

1. Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - Famous artists, art styles, art appreciation;
  - School subjects, required tests, teen attitudes toward testing. NM.INP-IRW.1
2. Use culturally appropriate word order and punctuation when exchanging time, date, phone number or price. NM.INP-IRW.2
3. Ask and answer questions about weather, hobbies or hometown in an online conversation. NM.INP-IRW.3
4. Exchange holiday greetings with a peer or family member via text message. NM.INP-IRW.4
5. React to a text from a friend about a new movie and ask for an opinion about the film. NM.INP-IRW.5

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**INP-IRW. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time.** NH.INP-IRW

1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - Monuments, monument names, national pride;
  - Cultural landmarks, architecture, landmarks' popularity. NH.INP-IRW.1
2. Use culturally appropriate formatting of contact information when buying items or event tickets from an online seller. NH.INP-IRW.2
3. Send an electronic invitation to teachers for a school performance and answer questions they may have. NH.INP-IRW.3
4. Exchange information with your manager at work to request a day off or change your schedule. NH.INP-IRW.4
5. Write to an e-pal to talk about a new favorite singer from another culture NH.INP-IRW.5

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**Presentational Intercultural Communication**

**P-C. Present information using practiced or familiar words and phrases with the help of gestures or visuals.** NL.P-C

1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.P-C.1
2. Present in very familiar intercultural situations using memorized or practiced language and behaviors. NL.P-C.2
3. Name very familiar people, places and objects. NL.P-C.3
4. Provide very basic details about self. NL.P-C.4
5. Express likes and dislikes about very familiar topics from native and other cultures. NL.P-C.5

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**P-C. Present information using a mixture of practiced and familiar words, phrases and simple sentences.** NM.P-C

1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.P-C.1
2. Present in very familiar intercultural situations using practiced or learned language and behaviors. NM.P-C.2
3. Give simple information about very familiar topics. NM.P-C.3
4. Provide simple details about self, interests and activities. NM.P-C.4
5. Express likes and dislikes about familiar topics from native and other cultures. NM.P-C.5

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**P-C. Present information using mostly simple sentences and transitions.** NH.P-C

1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures. NH.P-C.1
2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness. NH.P-C.2
3. Give simple descriptions of familiar and everyday topics. NH.P-C.3
4. Provide details about personal life, interests and activities. NH.P-C.4
5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures. NH.P-C.5

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**Presentational Literacy**

**P-LIT. Use presentational skills to communicate effectively.** NL.P-LIT

1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic. NL.P-LIT.1
2. Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience. NL.P-LIT.2
3. Communicate with emerging awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. NL.P-LIT.3
4. Maintain audience interest via gestures, creativity, emotion, technology or visuals. NL.P-LIT.4
5. Use digital and cultural resources appropriately. NL.P-LIT.5

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**P-LIT. Use presentational skills to communicate effectively.** NM.P-LIT

1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic. NM.P-LIT.1
2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience. NM.P-LIT.2
3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. NM.P-LIT.3
4. Maintain audience interest via content, creativity, emotion, humor, technology or visuals. NM.P-LIT.4
5. Use digital and cultural resources appropriately. NM.P-LIT.5

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**P-LIT. Use presentational skills to communicate effectively.** NH.P-LIT

1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic. NH.P-LIT.1
  2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience. NH.P-LIT.2
  3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. NH.P-LIT.3
  4. Maintain audience interest via details, creativity, emotion, humor, technology or visuals. NH.P-LIT.4
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**Select relevant digital and cultural resources and use appropriately.** NH.P-

LIT.5

**Presentational Speaking Or Signing**

**P-PSS.** Present information using practiced or familiar words and phrases with the help of gestures or visuals. NL.P-PSS

1. Name very familiar cultural products and practices in native and other cultures, such as:
  - <li>Foods, portion size;</li><li>Artists, art movements.</li></ul> NL.P-PSS.1
  - 2. Use culturally appropriate language and rehearsed or imitated behavior. NL.P-PSS.2
  - 3. List familiar places on a state or local map when planning a trip. NL.P-PSS.3
  - 4. Give a phone number or the combination to unlock a locker. NL.P-PSS.4
  - 5. Tell name, age, phone number and email address when introducing oneself. NL.P-PSS.5
  - 6. Tell likes and dislikes of clothing colors, leisure activities, songs or menu items. NL.P-PSS.6

**P-PSS.** Present information using a mixture of practiced and familiar words, phrases and simple sentences. NM.P-PSS

1. Identify typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>Invitations, special occasions, rites of passage;</li><li>Tongue twisters, typical games, value of traditional rhymes.</li></ul> NM.P-PSS.1
  - 2. Use culturally appropriate language and rehearsed or imitated behavior. NM.P-PSS.2
  - 3. Give simple information about classes or teachers when presenting a schedule. NM.P-PSS.3
  - 4. Use familiar commands and courtesy phrases during a game with peers. NM.P-PSS.4
  - 5. Give simple likes, dislikes, personality and physical traits of self and other members in a family tree. NM.P-PSS.5
  - 6. Tell degree of personal preferences for holidays, foods, actors or authors. NM.P-PSS.6

**P-PSS.** Present information using mostly simple sentences and transitions. NH.P-PSS

1. Identify similarities and differences between cultural products and practices to help understand perspectives in native and other cultures, such as:
  - <li>School schedules, course selection, importance of academics;</li><li>Rooms in a house, house design, what makes a house a home.</li></ul> NH.P-PSS.1
  - 2. Use culturally appropriate language and learned behaviors. NH.P-PSS.2
  - 3. Describe simple daily routines such as eating lunch in the cafeteria or getting ready for school. NH.P-PSS.3
  - 4. Give a friend driving directions from school to a destination. NH.P-PSS.4

5. Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions. **NH.P-PSS.5**
  6. Recommend places to shop, eat or vacation, using simple details. **NH.P-PSS.6**
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## **Presentational Writing**

### **P-W. Present information using practiced or familiar words and phrases with the help of gestures or visuals. **NL.P-W****

1. Name very familiar cultural products and practices in native and other cultures, such as:
    - Careers, formal and informal titles;
    - School supplies, back-to-school events.**NL.P-W.1**
  2. Use culturally appropriate greetings or abbreviations in a text message. **NL.P-W.2**
  3. Use a simple catchphrase in a text message to a friend. **NL.P-W.3**
  4. Write a simple shopping list for school supplies, food, clothes or books. **NL.P-W.4**
  5. Text personal contact information to a friend, such as name, email address and social media username. **NL.P-W.5**
  6. List favorite technology devices in a classroom survey. **NL.P-W.6**
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### **P-W. Present information using a mixture of practiced and familiar words, phrases and simple sentences. **NM.P-W****

1. Identify typical cultural products and practices to help understand perspectives in native and other cultures, such as:
  - Musical instruments, music performances, music appreciation;
  - School subjects, telling time, importance of school.**NM.P-W.1**
2. Use culturally appropriate word order and punctuation when writing time, date, address, phone number or price. **NM.P-W.2**
3. Create a meme with a simple caption to describe oneself. **NM.P-W.3**
4. Provide information in a passport application before a trip overseas. **NM.P-W.4**
5. Make a Venn Diagram comparing physical and personality traits of two friends, family members or fictional characters. **NM.P-W.5**
6. Rank favorite entertainment options for an online survey. **NM.P-W.6**

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**P-W. Present information using mostly simple sentences and transitions.** NH.P-W

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:  
<ul><li>Monuments, architecture, national pride;</li><li>National parks, history of park names, popular parks.</li></ul> NH.P-W.1
2. Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event. NH.P-W.2
3. Publish a promotional poster or video to advertise a school or musical event. NH.P-W.3
4. Fill in a planner with steps to meet a deadline for a school, work or extracurricular project. NH.P-W.4
5. Compare soccer fans to rugby or football fans in an article for the school newspaper. NH.P-W.5
6. Make a top five list of music streaming platforms, listing pros and cons. NH.P-W.6

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**Classical Languages**

**1. Identify a few very familiar cultural products and practices in native and other cultures, such as:**<ul><li>Traditional foods;</li><li>Holidays;</li><li>Clothing;</li><li>Roman numerals or Greek alphabet;</li><li>Family;</li><li>Education;</li><li>Human beings and the gods;</li><li>Roman values.</li></ul> NL.CL.1

**2. Identify a few holidays and their modern equivalent, such as Saturnalia or Lupercalia.** NL.CL.2

**3. Connect simple words, phrases, Roman numerals or Greek letters to their meaning or image.** NL.CL.3

**4. Use knowledge of language patterns or structures to deepen understanding.** NL.CL.4

**5. Greet peers or introduce oneself.** NL.CL.5

**6. Respond to simple questions about familiar topics, such as family, education or foods.** NL.CL.6

**7. Participate in a reenactment of a Roman or Greek ceremony.** NL.CL.7

**8. Name or label familiar people, places, things or events.** NL.CL.8

**1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:**<ul><li>Celebrating holidays;</li><li>Manner of dress;</li><li>Dining posture;</li><li>Types and rooms of Roman or Greek houses;</li><li>Importance of mythology;</li><li>War and empire.</li></ul> NM.CL.1

**2. Identify simple facts from a caption on a photo.** NM.CL.2

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3. Understand simple phrases describing a historical character. NM.CL.3

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  4. Recognize all Roman numerals or Greek letters. NM.CL.4

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  5. Use knowledge of language patterns or structures to deepen understanding. NM.CL.5

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  6. Ask and answer simple questions related to the current topic or content. NM.CL.6

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  7. Share simple facts from a cultural reading or lesson. NM.CL.7

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  8. Recite short phrases or simple lines from poems and rhymes. NM.CL.8

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  9. Create a meme with a simple caption to describe oneself. NM.CL.9

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  1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and other cultures, such as:
    - <li>Tombstones, political graffiti, mile markers;</li><li>Use and importance of Roman baths;</li><li>Influence of legendary and historical figures and events;</li><li>Views of non-Romans or non-Greeks.</li></ul> NH.CL.1

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    - 2. Identify the topic or basic facts or details from tombstones, mile markers, political graffiti or excerpts from texts or letters. NH.CL.2

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    - 3. Identify the topic and a few details about events or people from history or literature. NH.CL.3

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    - 4. Use knowledge of structures and syntax to deepen understanding. NH.CL.4

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    - 5. Create a Venn diagram with a peer comparing Roman and U.S. houses. NH.CL.5

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    - 6. Create a simple cultural skit or reenactment with a peer. NH.CL.6

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    - 7. Create simple cultural products, such as tombstones or political graffiti. NH.CL.7

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    - 8. Recreate a scene from a myth or historical event. NH.CL.8
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## American Sign Language

1. Identify a few very familiar cultural products and practices in native and Deaf cultures, such as:
  - <li>Assistive devices;</li><li>Landmarks;</li><li>Traditional and popular songs;</li><li>Greetings and leave-takings.</li></ul> NL.ASL.1

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  - 2. Understand a few numbers, food items or survival signs. NL.ASL.2

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  - 3. Recognize a few short finger-spelled words or names. NL.ASL.3

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  - 4. Follow a few simple classroom directions. NL.ASL.4

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  - 5. Exchange greetings and introductions with a peer. NL.ASL.5

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**6. Fingerspell name.** NL.ASL.6

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**7. Respond to yes, no, who, what, when and where questions.** NL.ASL.7

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**8. Sign numbers from 1-10.** NL.ASL.8

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**9. Sign name, age, phone number and email address.** NL.ASL.9

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**10. Sign simple directions or a line from a simple poem.** NL.ASL.10

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**1. Identify similarities and differences in typical cultural products and practices to help understand perspectives in native and Deaf cultures, such as:**

- House design;
- Support clubs, agencies and organizations;
- Common table settings.

NM.ASL.1

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**2. Identify days of the week and time.** NM.ASL.2

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**3. Recognize some common weather expressions, locations or feelings.** NM.ASL.3

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**4. Recognize a few variations on simple signs or phrases.** NM.ASL.4

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**5. Exchange both formal and informal greetings.** NM.ASL.5

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**6. Ask and answer simple questions about family, friends, activities or school.** NM.ASL.6

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**7. Ask who, what, when, where and why questions.** NM.ASL.7

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**8. Sign the main cities on a map.** NM.ASL.8

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**9. Sign daily schedule of activities with times.** NM.ASL.9

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**10. Sign simple information based on photos of animals, historical figures or sports.** NM.ASL.10

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**1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as:**

- Regional differences in languages;
- Storytelling traditions;
- Use of technology to communicate.

NH.ASL.1

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**2. Recognize the difference between a question and statement about age, activities or family.** NH.ASL.2

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**3. Follow a simple math problem with figures.** NH.ASL.3

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**4. Understand a simple transaction between a customer and clerk.** NH.ASL.4

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**5. Ask and answer simple questions about dates, times, places and events on posters or tickets.** NH.ASL.5

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**6. Ask for and give simple directions to a location.** NH.ASL.6

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**7. Make plans with a peer about where to go and when to meet.** NH.ASL.7

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**8. Give biographical facts about others.** NH.ASL.8

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**9. Express how to prepare a food or follow a simple routine.** NH.ASL.9

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**10. Give simple facts or details about a landmark or place visited.** NH.ASL.10