

# World Language

**Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.** [C1.1](#)

**NL Novice Low** [ML.C1.1.NL.A-C](#)

- a** Novice Low Learners use memorized words and some phrases to greet peers. [ML.C1.1.NL.A](#)
- b** Novice Low Learners use memorized words and some phrases to state one's name. [ML.C1.1.NL.B](#)
- c** Novice Low Learners use memorized words and some phrases to answer a few basic questions. [ML.C1.1.NL.C](#)

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**NM Novice Mid** [ML.C1.1.NM.A-G](#)

- a** Novice Mid Learners use memorized words and phrases to greet and leave people in a polite way. [ML.C1.1.NM.A](#)
- b** Novice Mid Learners use memorized words and phrases to introduce oneself and others [ML.C1.1.NM.B](#)
- c** Novice Mid Learners use memorized words and phrases to answer a variety of basic questions. [ML.C1.1.NM.C](#)
- d** Novice Mid Learners use memorized words and phrases to make some basic statements in a conversation. [ML.C1.1.NM.D](#)
- e** Novice Mid Learners use memorized words and phrases to ask some basic questions. [ML.C1.1.NM.E](#)
- f** Novice Mid Learners use memorized words and phrases to communicate basic information about oneself and familiar people. [ML.C1.1.NM.F](#)
- g** Novice Mid Learners use memorized words and phrases to communicate some basic information about everyday life. [ML.C1.1.NM.G](#)

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**NH Novice High** [MLC1.1.NH.A-E](#)

- a Novice High Learners begin to use simple sentences to exchange some personal information [ML.C1.1.NH.A](#)
- b Novice High Learners begin to use simple sentences to exchange information based on texts, graphs, or pictures. [ML.C1.1.NH.B](#)
- c Novice High Learners begin to use simple sentences to ask for and give simple directions. [ML.C1.1.NH.C](#)
- d Novice High Learners begin to use simple sentences to make plans with others. [ML.C1.1.NH.D](#)
- e Novice High Learners begin to use simple sentences to interact with others in everyday situations. [ML.C1.1.NH.E](#)

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**IL Intermediate Low** [ML.C1.1.IL.A-D](#)

- a Intermediate Low Learners create basic sentences to have a conversation on a number of everyday topics. [ML.C1.1.IL.A](#)
- b Intermediate Low Learners create basic sentences to ask and answer questions about familiar factual information. [ML.C1.1.IL.B](#)
- c Intermediate Low Learners create basic sentences to meet basic needs in familiar situations. [ML.C1.1.IL.C](#)
- d Intermediate Low Learners create basic sentences to begin to indicate various time frames. [ML.C1.1.IL.D](#)

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**IM Intermediate Mid** [ML.C1.1.IM.A-E](#)

- a Intermediate Mid Learners create and begin to connect sentences to start, maintain, and end a conversation on a variety of familiar topics. [ML.C1.1.IM.A](#)
- b Intermediate Mid Learners create and begin to connect sentences to discuss daily activities and personal preferences [ML.C1.1.IM.B](#)
- c Intermediate Mid Learners create and begin to connect sentences to handle tasks related to personal needs. [ML.C1.1.IM.C](#)
- d Intermediate Mid Learners create and begin to connect sentences to exchange information about subjects of special interest [ML.C1.1.IM.D](#)
- e Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success. [ML.C1.1.IM.E](#)

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**IH Intermediate High** ML.C1.1.IH.A-D

- a Intermediate High Learners create and begin to connect sentences to explore information related to areas of personal interest. ML.C1.1.IH.A
- b Intermediate High Learners create and begin to connect sentences to handle a task that requires multiple steps. ML.C1.1.IH.B
- c Intermediate High Learners create and connect sentences to navigate a situation that may have a complication. ML.C1.1.IH.C
- d Intermediate High Learners create and connect sentences to indicate various time frames with regular success. ML.C1.1.IH.D

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**AL Advanced Low** ML.C1.1.AL.A-E

- a Advanced Low Learners create sequences of sentences to participate in conversations on a wide variety of topics that go beyond everyday life. ML.C1.1.AL.A
- b Advanced Low Learners create sequences of sentences to compare and contrast life in different locations and in different historical periods. ML.C1.1.AL.B
- c Advanced Low Learners create sequences of sentences to resolve an unexpected complication that arises in a familiar situation. ML.C1.1.AL.C
- d Advanced Low Learners create sequences of sentences to conduct or participate in interviews. ML.C1.1.AL.D
- e Advanced Low Learners create sequences of sentences to indicate various time frames with frequent success. ML.C1.1.AL.E

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**a-c. Advanced Mid** ML.C1.1.AM.A-C

- a Advanced Mid Learners create sequences of detailed sentences to communicate effectively on a wide variety of present, past, and future events ML.C1.1.AM.A
- b Advanced Mid Learners create sequences of detailed sentences to exchange general information on topics outside a field of interest. ML.C1.1.AM.B
- c Advanced Mid Learners create sequences of detailed sentences to resolve a complication or unexpected turn of events. ML.C1.1.AM.C

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**AH Advanced High** ML.C1.1.AH.A-C

- a Advanced High Learners create sequences of complex sentences to exchange complex information about academic and professional tasks ML.C1.1.AH.A
  - b Advanced High Learners create sequences of complex sentences to exchange detailed information on topics within and beyond a field of interest. ML.C1.1.AH.B
  - c Advanced High Learners create sequences of complex sentences to support opinions and construct hypotheses. ML.C1.1.AH.C
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**Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.** C1.2

**NL Novice Low** ML.C1.2.NL.A-B

- a Novice Low Learners recognize memorized words and some phrases to identify the sound of a letter or character. ML.C1.2.NL.A
  - b Novice Low Learners recognize memorized words and some phrases to determine isolated words, particularly when accompanied by gestures or pictures. ML.C1.2.NL.B
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**NM Novice Mid** ML.C1.2.NM.A-B

- a Novice Mid Learners recognize memorized words and phrases to identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions). ML.C1.2.NM.A
  - b Novice Mid Learners recognize memorized words and phrases to isolate words and phrases that they have learned for specific purposes ML.C1.2.NM.B
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**a-d. Novice High** ML.C1.2.IL.A-D

- a Novice High Learners begin to recognize simple sentences to comprehend basic questions or statements on familiar topics ML.C1.2.NH.A
  - b Novice High Learners begin to recognize simple sentences to understand simple information when presented with pictures, graphs, and other visual supports ML.C1.2.NH.B
  - c Novice High Learners begin to recognize simple sentences to indicate the main idea of a simple conversation on familiar topics. ML.C1.2.NH.C
  - d Novice High Learners begin to recognize simple sentences to follow the narrative of a simple story being read aloud. ML.C1.2.NH.D
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**IL Intermediate Low** ML.C1.2.IL.A-B

- a Intermediate Low Learners recognize basic sentences to determine the main idea of texts and interactions related to everyday life ML.C1.2.IL.A
  - b Intermediate Low Learners recognize basic sentences to follow questions and simple statements on familiar topics when participating in a conversation. ML.C1.2.IL.B
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**IM Intermediate Mid** ML.C1.2.IM.A-B

- a Intermediate Mid Learners begin to recognize connected sentences to determine some details of texts and interactions related to everyday life. ML.C1.2.IM.A
- b Intermediate Mid Learners begin to recognize connected sentences to recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life. ML.C1.2.IM.B

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**IH Intermediate High** ML.C1.2.IH.A-C

- a Intermediate High Learners recognize connected sentences to comprehend straightforward information or interactions ML.C1.2.IH.A
- b Intermediate High Learners recognize connected sentences to determine many details in advertisements, announcements, and other simple texts. ML.C1.2.IH.B
- c Intermediate High Learners recognize connected sentences to understand situations with complicating factors. ML.C1.2.IH.C

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**AL Advanced Low** ML.C1.2.AL.A-B

- a Advanced Low Learners recognize sequences of sentences to follow stories and descriptions in various time frames. ML.C1.2.AL.A
- b Advanced Low Learners recognize sequences of sentences to determine the details of advertisements, announcements, and other texts. ML.C1.2.AL.B

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**AM Advanced Mid** ML.C1.2.AM.A-C

- a Advanced Mid Learners recognize sequences of detailed sentences to isolate details of complex descriptions or interviews ML.C1.2.AM.A
- b Advanced Mid Learners recognize sequences of detailed sentences to comprehend accounts of events. ML.C1.2.AM.B
- c Advanced Mid Learners recognize sequences of detailed sentences to follow directions and multi-step instructions. ML.C1.2.AM.C

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**AH Advanced High** ML.C1.2.AH.A-C

- a Advanced High Learners recognize sequences of complex sentences to analyze detailed reports, debates, and interviews. ML.C1.2.AH.A
- b Advanced High Learners recognize sequences of complex sentences to evaluate various viewpoints in extended arguments ML.C1.2.AH.B
- c Advanced High Learners recognize sequences of complex sentences to judge discussions and presentations on many concrete and abstract topics. ML.C1.2.AH.C

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**Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.** C1.3

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**NL Novice Low** ML.C1.3.NL.A-B

- a Novice Low Learners recognize memorized words and some phrases to identify a few letters or characters ML.C1.3.NL.A
- b Novice Low Learners recognize memorized words and some phrases to connect some words, phrases, or characters to their meaning. ML.C1.3.NL.B

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**NM Novice Mid** ML.C1.3.NM.A-B

- a Novice Mid Learners recognize memorized words and phrases to distinguish words, phrases, and characters associated with familiar topics. ML.C1.3.NM.A
- b Novice Mid Learners recognize memorized words and phrases to distinguish words, phrases, and characters associated with familiar topics. ML.C1.3.NM.B

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**a-c. Novice High** [ML.C1.3.NH.A-C](#)

- a Novice High Learners begin to recognize simple sentences to understand short, simple texts on familiar topics. [ML.C1.3.NH.A](#)
  - b Novice High Learners begin to recognize simple sentences to understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). [ML.C1.3.NH.B](#)
  - c Novice High Learners begin to recognize simple sentences to comprehend simple descriptions with visual support [ML.C1.3.NH.C](#)
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**IL Intermediate Low** [ML.C1.3.IL.A-C](#)

- a Intermediate Low Learners recognize basic sentences to understand short texts of personal interest. [ML.C1.3.IL.A](#)
  - b Intermediate Low Learners recognize basic sentences to identify some basic information needed to fill out forms. [ML.C1.3.IL.B](#)
  - c Intermediate Low Learners recognize basic sentences to infer basic information from a variety of media (e.g., weather reports, job postings). [ML.C1.3.IL.C](#)
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**IM Intermediate Mid** [ML.C1.3.IM.A-B](#)

- a Intermediate Mid Learners begin to recognize connected sentences to articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). [ML.C1.3.IM.A](#)
  - b Intermediate Mid Learners begin to recognize connected sentences to understand simple written exchanges between other people. [ML.C1.3.IM.B](#)
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**IH Intermediate High** [ML.C1.3.IH.A-B](#)

- a Intermediate High Learners recognize connected sentences to articulate the main idea of texts related to everyday life, personal interests, and school studies. [ML.C1.3.IH.A](#)
- b Intermediate High Learners recognize connected sentences to follow some accounts of events and experiences in various time frames. [ML.C1.3.IH.B](#)

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**AL Advanced Low** [ML.C1.3.AL.A-E](#)

- a Advanced Low Learners recognize sequences of sentences to articulate the main idea and some supporting details on a variety of topics of personal and general interest. [ML.C1.3.AL.A](#)
- b Advanced Low Learners recognize sequences of sentences to find and use information for practical purposes [ML.C1.3.AL.B](#)
- c Advanced Low Learners recognize sequences of sentences to follow stories and descriptions in various time frames and genres [ML.C1.3.AL.C](#)
- d Advanced Low Learners recognize sequences of sentences to research materials to make an informed choice. [ML.C1.3.AL.D](#)
- e Advanced Low Learners recognize sequences of sentences to follow written multi-step instructions. [ML.C1.3.AL.E](#)

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**AM Advanced Mid** [ML.C1.3.AM.A-B](#)

- a Advanced Mid Learners recognize sequences of detailed sentences to articulate the main idea and supporting details on some unfamiliar topics. [ML.C1.3.AM.A](#)
- b Advanced Mid Learners recognize sequences of detailed sentences to follow stories and descriptions of considerable length in various time frames. [ML.C1.3.AM.B](#)

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**AH Advanced High** [ML.C1.3.AH.A-B](#)

- a Advanced High Learners recognize sequences of complex sentences to understand narrative, descriptive, and informational texts of any length. [ML.C1.3.AH.A](#)
- b Advanced High Learners recognize sequences of complex sentences to read about topics of special interest and abstract concepts. [ML.C1.3.AH.B](#)

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**Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.** [C1.4](#)

**NL Novice Low** [ML.C1.4.NL.A-C](#)

- a Novice Low Learners use memorized words and some phrases to present limited personal information [ML.C1.4.NL.A](#)
- b Novice Low Learners use memorized words and some phrases to state the names of familiar people, places, and objects with visual support. [ML.C1.4.NL.B](#)
- c Novice Low Learners use memorized words and some phrases to recite short songs and simple rhymes or chants. [ML.C1.4.NL.C](#)

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**NM Novice Mid** ML.C1.4.NM.A-E

- a Novice Mid Learners use memorized words and phrases to describe familiar items in one's immediate environment. ML.C1.4.NM.A
- b Novice Mid Learners use memorized words and phrases to describe oneself and others. ML.C1.4.NM.B
- c Novice Mid Learners use memorized words and phrases to state likes and dislikes. ML.C1.4.NM.C
- d Novice Mid Learners use memorized words and phrases to describe daily activities. ML.C1.4.NM.D
- e Novice Mid Learners use memorized words and phrases to present simple information about familiar topics ML.C1.4.NM.E

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**NH Novice High** ML.C1.4.NH.A-C

- a Novice High Learners begin to use simple sentences to describe a familiar event, experience, or topic. ML.C1.4.NH.A
- b Novice High Learners begin to use simple sentences to present basic information about a familiar person, place, or thing. ML.C1.4.NH.B
- c Novice High Learners begin to use simple sentences to give basic instructions ML.C1.4.NH.C

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**IL Intermediate Low** ML.C1.4.IL.A-E

- a Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences ML.C1.4.IL.A
- b Intermediate Low Learners create basic sentences to express needs, wants, and preferences on topics of interest. ML.C1.4.IL.B
- c Intermediate Low Learners create basic sentences to interpret and discuss instructions, directions, and maps. ML.C1.4.IL.C
- d Intermediate Low Learners create basic sentences to present songs, short skits, or dramatic readings ML.C1.4.IL.D
- e Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames. ML.C1.4.IL.E

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**IM Intermediate Mid** ML.C1.4.IM.A-D

- a Intermediate Mid Learners create and begin to connect sentences to discuss one's personal and social experiences. ML.C1.4.IM.A
- b Intermediate Mid Learners create and begin to connect sentences to present information about something learned or researched. ML.C1.4.IM.B
- c Intermediate Mid Learners create and begin to connect sentences to express a viewpoint about common interests and issues. ML.C1.4.IM.C
- d Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success. ML.C1.4.IM.D

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**IH Intermediate High** ML.C1.4.IH.A-D

- a Intermediate High Learners create and connect sentences to research and describe more sophisticated academic topics within the content areas. ML.C1.4.IH.A
- b Intermediate High Learners create and connect sentences to present information about events, activities, and topics of particular interest. ML.C1.4.IH.B
- c Intermediate High Learners create and connect sentences to defend a point of view with supporting evidence. ML.C1.4.IH.C
- d Intermediate High Learners create and connect sentences to indicate various time frames with some success. ML.C1.4.IH.D

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**AL Advanced Low** ML.C1.4.AL.A-D

- a Advanced Low Learners create sequences of sentences to develop short, organized presentations on various academic, career-related, social, or cultural topics. ML.C1.4.AL.A
- b Advanced Low Learners create sequences of sentences to explain issues of public and community interest, including different viewpoints. ML.C1.4.AL.B
- c Advanced Low Learners create sequences of sentences to create short presentations for a specific audience. ML.C1.4.AL.C
- d Advanced Low Learners create sequences of sentences to indicate various time frames with regular success. ML.C1.4.AL.D

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**AM Advanced Mid** ML.C1.4.AM.A-C

- a Advanced Mid Learners create sequences of detailed sentences to develop well-organized information about events of public, professional, or personal interest. ML.C1.4.AM.A
- b Advanced Mid Learners create sequences of detailed sentences to convey ideas and elaborate on a variety of topics. ML.C1.4.AM.B
- c Advanced Mid Learners create sequences of detailed sentences to indicate various time frames with frequent success. ML.C1.4.AM.C

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**AH Advanced High** ML.C1.4.AH.A-C

- a Advanced High Learners create sequences of complex sentences to present detailed information on abstract topics and issues. ML.C1.4.AH.A
  - b Advanced High Learners create sequences of complex sentences to utilize precise language to clearly present a viewpoint with supporting arguments on a complex issue. ML.C1.4.AH.B
  - c Advanced High Learners create sequences of complex sentences to use culturally authentic presentational conventions and strategies ML.C1.4.AH.C
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**Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.** C1.5

**NL Novice Low** ML.C1.5.NL.A-B

- a Novice Low Learners use memorized words and some phrases to copy some letters, words, and phrases presented from a variety of texts. ML.C1.5.NL.A
  - b Novice Low Learners use memorized words and some phrases to label familiar people, places, and objects in pictures and posters. ML.C1.5.NL.B
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**NM Novice Mid** ML.C1.5.NM.A-C

- a Novice Mid Learners use memorized words and phrases to fill out a simple form with some basic personal information. ML.C1.5.NM.A
  - b Novice Mid Learners use memorized words and phrases to ) write about oneself. ML.C1.5.NM.B
  - c Novice Mid Learners use memorized words and phrases to make lists that aid in day-to-day life. ML.C1.5.NM.C
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**NH Novice High** ML.C1.5.NH.A-C

- a Novice High Learners begin to use simple sentences to describe daily life in a letter, email, blog, or discussion board. ML.C1.5.NH.A
  - b Novice High Learners begin to use simple sentences to describe a familiar experience or event using practiced material. ML.C1.5.NH.B
  - c Novice High Learners begin to use simple sentences to ask for basic information. ML.C1.5.NH.C
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**IL Intermediate Low** ML.C1.5.IL.A-F

- a Intermediate Low Learners create basic sentences to describe people, activities, events, and experiences. ML.C1.5.IL.A
- b Intermediate Low Learners create basic sentences to prepare materials for a presentation. ML.C1.5.IL.B
- c Intermediate Low Learners create basic sentences to give basic instructions on how to make or do something. ML.C1.5.IL.C
- d Intermediate Low Learners create basic sentences to write about topics of student interest ML.C1.5.IL.D
- e Intermediate Low Learners create basic sentences to ask questions to obtain information ML.C1.5.IL.E
- f Intermediate Low Learners create basic sentences to use practiced or memorized expressions to begin to indicate various time frames. ML.C1.5.IL.F

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**IM Intermediate Mid**

- b Intermediate Mid Learners create and begin to connect sentences to write messages, announcements, and invitations. [ML.C1.5.IM.A](#)
- c Intermediate Mid Learners create and begin to connect sentences to compose a simple paragraph about a learned or researched topic. [ML.C1.5.IM.B](#)
- d Intermediate Mid Learners create and begin to connect sentences to create communications for an authentic audience [ML.C1.5.IM.C](#)
- e Intermediate Mid Learners create and begin to connect sentences to indicate various time frames with occasional success. [ML.C1.5.IM.D](#)

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**IH Intermediate High** [ML.C1.5.IH.A-B](#)

- a Intermediate High Learners create and connect sentences to research a problem or topic (e.g. academic, career, community, entertainment, or social). [ML.C1.5.IH.A](#)
- b Intermediate High Learners create and connect sentences to indicate various time frames with some success. [ML.C1.5.IH.B](#)

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**AL Advanced Low** [ML.C1.5.AL.A-D](#)

- a Advanced Low Learners create sequences of sentences to conduct basic academic tasks (e.g., peer review, essay revisions, note taking). [ML.C1.5.AL.A](#)
- b Advanced Low Learners create sequences of sentences to respond to basic social and civic issues (e.g., letter to the editor, letter of advice, online journal, online discussion forum). [ML.C1.5.AL.B](#)
- c Advanced Low Learners create sequences of sentences to conduct basic career tasks (e.g., memo, multi-step project plan, resumé). [ML.C1.5.AL.C](#)
- d Advanced Low Learners create sequences of sentences to indicate various time frames with regular success. [ML.C1.5.AL.D](#)

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**AM Advanced Mid** [ML.C1.5.AM.A](#)

- a Advanced Mid Learners create sequences of detailed sentences to write well-organized texts for a variety of academic, professional, and social purposes [ML.C1.5.AM.A](#)

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**AH Advanced High** [ML.C1.5.AH.A-B](#)

- a Advanced High Learners create sequences of complex sentences to write using the conventions of the target language and culture to present and elaborate on a point of view [ML.C1.5.AH.A](#)
  - b Advanced High Learners create sequences of complex sentences to write using the conventions of the target language and culture for formal purposes. [ML.C1.5.AH.B](#)
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**Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.** C2.1

**a-g. Novice Range** ML.C2.1.NR.A-G

- a Novice Range Learners in elementary and middle school use appropriate gestures and oral expressions in social interactions. ML.C2.1.NR.A
- b Novice Range Learners in elementary and middle school identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). ML.C2.1.NR.B
- c Novice Range Learners in elementary and middle school use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues). ML.C2.1.NR.C
- d Novice Range Learners in elementary and middle school list practices and ask simple questions after viewing media about everyday life. ML.C2.1.NR.D
- e Novice Range Learners in elementary and middle school identify characteristics of culturally specific events. ML.C2.1.NR.E
- f In addition to the above, Novice Range Learners in high school simulate age-appropriate practices from the target culture. ML.C2.1.NR.F
- g In addition to the above, Novice Range Learners in high school identify cultural practices from authentic materials (e.g., videos or news articles). ML.C2.1.NR.G

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**IR Intermediate Range** ML.C2.1.IR.A-H

- a Intermediate Range Learners in elementary and middle school examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. ML.C2.1.IR.A
- b Intermediate Range Learners in elementary and middle school identify and begin to use both formal and informal methods to interact with peers and adults. ML.C2.1.IR.B
- c Intermediate Range Learners in elementary and middle school observe or identify a variety of authentic or simulated age appropriate cultural activities (e.g., games, sports, or entertainment). ML.C2.1.IR.C
- d Intermediate Range Learners in elementary and middle school investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. ML.C2.1.IR.D
- e In addition to the above, Intermediate Range Learners in high school ) identify and analyze cultural practices using authentic materials. ML.C2.1.IR.E
- f In addition to the above, Intermediate Range Learners in high school simulate culturally appropriate community interactions. ML.C2.1.IR.F
- g In addition to the above, Intermediate Range Learners in high school interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior. ML.C2.1.IR.G
- h In addition to the above, Intermediate Range Learners in high school begin to adjust language and message to acknowledge audiences with different cultural backgrounds. ML.C2.1.IR.H

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**AR Advanced Range** ML.C2.1.AR.A-C

- a Advanced Range Learners in high school simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture. ML.C2.1.AR.A
  - b Advanced Range Learners in high school use language and message appropriately for the intended audience ML.C2.1.AR.B
  - c Advanced Range Learners in high school make inferences about cultural perspectives, based on associated practices. ML.C2.1.AR.C
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**Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.** C2.2

**NR Novice Range** ML.C2.2.NR.A-D

- a Novice Range Learners in elementary and middle school identify tangible and intangible products of the target culture and their purpose ML.C2.2.NR.A
  - b Novice Range Learners in elementary and middle school determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture. ML.C2.2.NR.B
  - c In addition to the above, Novice Range Learners in high school identify the author and country of origin of short poems, stories, and plays from the target culture. ML.C2.2.NR.C
  - d In addition to the above, Novice Range Learners in high school provide simple reasons for the role and importance of products from the target culture. ML.C2.2.NR.D
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**IR Intermediate Range** ML.C2.2.IR.A-C

- a Intermediate Range Learners in elementary and middle school ) identify and investigate the function of products of the target culture ML.C2.2.IR.A
- b Intermediate Range Learners in elementary and middle school explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today ML.C2.2.IR.B
- c In addition to the above, Intermediate Range Learners in high school identify and analyze cultural products found in literature, news stories, and films from the target culture. ML.C2.2.IR.C

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**AR Advanced Range** ML.C2.2.AR.A-E

- a Advanced Range Learners in high school describe how some cultural products have changed or disappeared over time. ML.C2.2.AR.A
- b Advanced Range Learners in high school identify, research, and analyze the role and importance of tangible and intangible products from the target culture. ML.C2.2.AR.B
- c Advanced Range Learners in high school use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture. ML.C2.2.AR.C
- d Advanced Range Learners in high school connect products to associated practices and give evidence-based cultural insights about the target culture. ML.C2.2.AR.D
- e Advanced Range Learners in high school identify and analyze the role and importance of cultural products found in literature, news stories, and/or film. ML.C2.2.AR.E

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**Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.** C3.1

**NR Novice Range** ML.C3.1.NR.A-I

- a Novice Range Learners in elementary and middle school identify the target countries on a map. ML.C3.1.NR.A
- b Novice Range Learners in elementary and middle school identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations). ML.C3.1.NR.B
- c Novice Range Learners in elementary and middle school read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends). ML.C3.1.NR.C
- d Novice Range Learners in elementary and middle school use technology and resources introduced in other content areas to explore authentic resources in the target language. ML.C3.1.NR.D
- e In addition to the above, Novice Range Learners in high school identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size. ML.C3.1.NR.E
- f In addition to the above, Novice Range Learners in high school discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services ML.C3.1.NR.F
- g In addition to the above, Novice Range Learners in high school observe climate around the world, giving reasons for weather patterns based on location and time of year. ML.C3.1.NR.G
- h In addition to the above, Novice Range Learners in high school compare typical food items from the target countries and one's own. ML.C3.1.NR.H
- i In addition to the above, Novice Range Learners in high school explore people from the past and present who have had an influence locally and/or globally. ML.C3.1.NR.I

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**IR Intermediate Range** ML.C3.1.IR.A-E

- a Intermediate Range Learners in elementary and middle school identify and locate the target countries and their geographic features on a map ML.C3.1.IR.A
- b In addition to the above, Intermediate Range Learners in high school ) relate topics from other content areas to the target culture. ML.C3.1.IR.B
- c In addition to the above, Intermediate Range Learners in high school explain and sequence the significant events that shaped the identity of the target countries ML.C3.1.IR.C
- d In addition to the above, Intermediate Range Learners in high school compare attitudes and reactions regarding current events of global importance. ML.C3.1.IR.D
- e In addition to the above, Intermediate Range Learners in high school contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own. ML.C3.1.IR.E

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**AR Advanced Range** ML.C3.1.AR.A-C

- a Advanced Range Learners in high school give and defend one's opinion of media (e.g., movie, book) from the target countries. ML.C3.1.AR.A
- b Advanced Range Learners in high school examine different forms of government to compare how leaders in target language countries are chosen or elected. ML.C3.1.AR.B
- c Advanced Range Learners in high school research a historically significant innovation or invention, and explain its impact on the target countries. ML.C3.1.AR.C

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**Access and evaluate information and diverse perspectives that are available through the target language and its cultures.** C3.2

**NR Novice Range** ML.C3.2.NR.A-D

- a Novice Range Learners in elementary and middle school identify the content areas and expand on vocabulary for each ML.C3.2.NR.A
- b In addition to the above, Novice Range Learners in high school interpret information from infographics. ML.C3.2.NR.B
- c In addition to the above, Novice Range Learners in high school use media from the target culture to increase knowledge of topics from other content areas. ML.C3.2.NR.C
- d In addition to the above, Novice Range Learners in high school identify the main idea of current events reported in news from the target culture. ML.C3.2.NR.D

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**IR Intermediate Range** ML.C3.2.IR.A-E

- a Intermediate Range Learners in elementary and middle school use age-appropriate authentic sources to prepare presentations on familiar topics. ML.C3.2.IR.A
- b In addition to the above, Intermediate Range Learners in high school describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States. ML.C3.2.IR.B
- c In addition to the above, Intermediate Range Learners in high school explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture ML.C3.2.IR.C
- d In addition to the above, Intermediate Range Learners in high school compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities). ML.C3.2.IR.D
- e In addition to the above, Intermediate Range Learners in high school compare the perspective of local advertisements with advertisements of the target culture. ML.C3.2.IR.E

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**AR Advanced Range** ML.C3.2.AR.A-B

- a Advanced Range Learners in high school research and analyze an issue of global importance from the perspective of the target countries. ML.C3.2.AR.A
- b Advanced Range Learners in high school examine literature or artwork from the target culture from a historical perspective and explain the importance of the work to the target culture. ML.C3.2.AR.B

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**Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.** C4.1

**NR Novice Range** ML.C4.1.NR.A-F

- a Novice Range Learners in elementary and middle school recognize and use words that are similar in the target language and their one's own language, and predict the reasons for borrowing such words ML.C4.1.NR.A
- b Novice Range Learners in elementary and middle school identify idioms and their functions in one's own language and target language. ML.C4.1.NR.B
- c Novice Range Learners in elementary and middle school compare formal and informal speech in one's own and target language. ML.C4.1.NR.C
- d Novice Range Learners in elementary and middle school compare and contrast the sounds and writing systems of one's own language with the target language. ML.C4.1.NR.D
- e In addition to the above, Novice Range Learners in high school identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components). ML.C4.1.NR.E
- f In addition to the above, Novice Range Learners in high school compare word order between one's own and the target language. ML.C4.1.NR.F

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**IR Intermediate Range** ML.C4.1.IR.A-E

- a Intermediate Range Learners in elementary and middle school identify expressions that communicate respect and status in one's own and the target language. ML.C4.1.IR.A
- b Intermediate Range Learners in elementary and middle school determine words in one's own and target language that have no direct translation. ML.C4.1.IR.B
- c Intermediate Range Learners in elementary and middle school recognize on how different time frames are expressed in the target language and one's own. ML.C4.1.IR.C
- d In addition to the above, Intermediate Range Learners in high school ) predict language origins based on awareness of cognates and linguistic similarities. ML.C4.1.IR.D
- e In addition to the above, Intermediate Range Learners in high school investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time. ML.C4.1.IR.E

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**AR Advanced Range** ML.C4.1.AR.A-B

- a Advanced Range Learners in high school compare linguistic elements that allow expression of time frames (i.e., past, present, and future). ML.C4.1.AR.A
- b Advanced Range Learners in high school analyze linguistic features and hypothesize how they may or may not reflect the ways in which cultures organize information and view the world. ML.C4.1.AR.B

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**Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.** C4.2**NR Novice Range** ML.C4.2.NR.A-E

- a Novice Range Learners in elementary and middle school contrast tangible and intangible products of the target culture to one's own. ML.C4.2.NR.A
- b Novice Range Learners in elementary and middle school compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits). ML.C4.2.NR.B
- c Novice Range Learners in elementary and middle school compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture ML.C4.2.NR.C
- d In addition to the above, Novice Range Learners in high school compare games, stories, songs, and rhymes from the target culture and one's own. ML.C4.2.NR.D
- e In addition to the above, Novice Range Learners in high school contrast daily life, celebrations, and communities from the target culture and one's own. ML.C4.2.NR.E

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**IR Intermediate Range** ML.C4.2.IR.A-F

- a Intermediate Range Learners in elementary and middle school discuss products' origins and importance by comparing products in the one's own and the target culture. ML.C4.2.IR.A
- b Intermediate Range Learners in elementary and middle school explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture. ML.C4.2.IR.B
- c Intermediate Range Learners in elementary and middle school compare and contrast the role and importance of family in one's own and the target culture. ML.C4.2.IR.C
- d In addition to the above, Intermediate Range Learners in high school ) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture ML.C4.2.IR.D
- e In addition to the above, Intermediate Range Learners in high school compare and contrast career choices and preparation in one's own and the target culture. ML.C4.2.IR.E
- f In addition to the above, Intermediate Range Learners in high school explore entertainment and leisure options in one's own and the target culture. ML.C4.2.IR.F

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**AR Advanced Range** ML.C4.2.AR.A-E

- a Advanced Learners in high school discuss the value placed on resources in one's own and the target culture. ML.C4.2.AR.A
  - b Advanced Learners in high school explain attitudes toward health and wellness in one's own and the target culture. ML.C4.2.AR.B
  - c Advanced Learners in high school compare and contrast the importance placed on individual needs versus community/global needs in one's own and the target culture. ML.C4.2.AR.C
  - d Advanced Learners in high school draw conclusions about the impact of technology use in one's own and the target culture. ML.C4.2.AR.D
  - e Advanced Learners in high school compare and contrast political systems in one's own and the target culture. ML.C4.2.AR.E
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**Use language to interact both within and beyond the classroom.** C5.1

**NR Novice Range** ML.C5.1.NR.A-D

- a Novice Range Learners in elementary school and middle school identify places in the community where the target language is spoken. ML.C5.1.NR.A
  - b Novice Range Learners in elementary school and middle school research opportunities for participation in school, community, or language competitions ML.C5.1.NR.B
  - c Novice Range Learners in elementary school and middle school access speakers of the language either in person or using technology. ML.C5.1.NR.C
  - d In addition to the above, Novice Range Learners in high school explore professions that require proficiency in another language ML.C5.1.NR.D
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**IR Intermediate Range** ML.C5.1.IR.A-C

- a Intermediate Range Learners in elementary and middle school interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers). ML.C5.1.IR.A
  - b In addition to the above, Intermediate Range Learners in high school research the use of the target language in various fields of work in today's world. ML.C5.1.IR.B
  - c In addition to the above, Intermediate Range Learners in high school explore real-world opportunities to connect with the target language community ML.C5.1.IR.C
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**AR Advanced Range** ML.C5.1.AR.A-B

- a. Advanced Range Learners in high school discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers. ML.C5.1.AR.A
  - b. Advanced Range Learners in high school research opportunities to provide a service to the community utilizing the target language (e.g., interpreting the target language at a community event or clinic, create local maps, brochures, or school/community announcements). ML.C5.1.AR.B
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**Use the target language for enrichment and advancement.** C5.2

**NR Novice Range** ML.C5.2.NR.A-D

- a Novice Range Learners in elementary and middle school interpret materials and/or media from the target language and culture. ML.C5.2.NR.A
- b Novice Range Learners in elementary and middle school exchange information about topics of personal interest ML.C5.2.NR.B
- c Novice Range Learners in elementary and middle school identify music or songs in the target language. ML.C5.2.NR.C
- d In addition to the above, Novice Range Learners in high school d) set learning goals for language acquisition. ML.C5.2.NR.D

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**IR Intermediate Range** ML.C5.2.IR.A-B

- a Intermediate Range Learners in elementary and middle school consult various sources in the target language to obtain information on topics of personal interest ML.C5.2.IR.A
- b In addition to the above, Intermediate Range Learners in high school reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process. ML.C5.2.IR.B

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**AR Advanced Range** ML.C5.1.AR.A

- a Advanced Range Learners in high school regularly consult authentic materials above one's ability in order to increase language proficiency. ML.C5.1.AR.A