

# Advanced Mid

## Communications

- 1 Interpretive Communication - In narrative, descriptive, and persuasive texts and conversations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, relying upon understanding of series of 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. **AM.1.A**
  - b Analyze the main message or story, some supporting details, and underlying or subtle features of the text. **AM.1.B**

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- 2 Interpersonal Communication - In conversations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of 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 by building connections and showing consideration for different ideas or opinions. **AM.2.A**
  - b Understand, answer, and ask a wide variety of questions across all major time frames. **AM.2.B**
  - c Initiate, sustain, and end authentic conversations. **AM.2.C**
  - d Provide advice or propose solutions to individual or societal issues. **AM.2.D**
  - e Describe, narrate, and compare across all major time frames. **AM.2.E**
  - f Interact and negotiate to resolve an unexpected complication. **AM.2.F**

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- 3 Presentational Communication - presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of 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 settings. [AM.3.A](#)
  - b Present complex, detailed, organized, and culturally relevant information. [AM.3.B](#)
  - c Apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues. [AM.3.C](#)
  - d Describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner. [AM.3.D](#)
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- 4 Intercultural Communication - In interactions in a wide variety of settings, producing series of connected paragraphs, in a way that speakers/signers of the language easily understand, students: 4**
- a Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. [AM.4.A](#)
  - b Adapt language and behavior to communicate appropriately in most formal and informal settings. [AM.4.B](#)
  - c Communicate in a manner that is clear and inoffensive to the audience/interlocutor. [AM.4.C](#)
  - d Demonstrate awareness of cultural diversity and bias. [AM.4.D](#)
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## Linguistic Cultures

- 5 Cultures – In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: 5**
- a Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities using the target language. [AM.5.A](#)
  - b Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. [AM.5.B](#)
  - c Analyze and explain manifestations of intercultural harmony and/or conflict over time. [AM.5.C](#)

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**6 Comparisons - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: 6**

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

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**Lifelong Learning**

**7 Connections - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: 7**

- a Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. **AM.7.A**
- b Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. **AM.7.B**

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**8 Communities - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: 8**

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