

# Intermediate Mid - Advanced Low Level

Adopted 2020

## Interpretive Intercultural Communication

### **INT-C. Understand the main idea and key information from connected sentences and short paragraphs.** *IM.INT-C*

1. Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures. *IM.INT-C.1*
2. Compare appropriate and inappropriate behaviors in native and other cultures. *IM.INT-C.2*
3. Understand the main idea and supporting information in: *IM.INT-C.3*
  - a. Complex authentic informational texts; *IM.INT-C.3.A*
  - b. Complex authentic fictional texts; *IM.INT-C.3.B*
  - c. Complex overheard or observed conversations. *IM.INT-C.3.C*

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### **INT-C. Follow the main message or flow of events from paragraphs across various time frames.** *IH.INT-C*

1. Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures. *IH.INT-C.1*
2. Relate significant differences in behavior to cultural norms in native and other cultures. *IH.INT-C.2*
3. Relate components of: *IH.INT-C.3*
  - a. Complex authentic informational texts; *IH.INT-C.3.A*
  - b. Complex authentic fictional texts; *IH.INT-C.3.B*
  - c. Complex overheard or observed conversations. *IH.INT-C.3.C*

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**INT-C. Understand the underlying message and some supporting details across major time frames.** AL.INT-C

1. Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures. AL.INT-C.1
2. Analyze how to adjust behavior according to cultural norms in familiar situations in native and other cultures. AL.INT-C.2
3. Analyze components of: AL.INT-C.3
  - a. Complex authentic informational texts; AL.INT-C.3.A
  - b. Complex authentic fictional texts; AL.INT-C.3.B
  - c. Complex overheard or observed conversations. AL.INT-C.3.C

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**Interpretive Literacy**

**INT-LIT. Use literacy skills to deepen understanding of authentic texts\* that are spoken, written or signed.** IM.INT-LIT

1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families. IM.INT-LIT.1
2. Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations or cause and effect. IM.INT-LIT.2
3. Use analytical self-questioning before, during and after engaging with texts, such as "What evidence is provided or what is confusing?" IM.INT-LIT.3
4. Make text-to-world connections using information from previous texts, research and diverse sources. IM.INT-LIT.4
5. Select relevant digital and cultural resources, use appropriately and cite accurately. IM.INT-LIT.5

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**INT-LIT. Use literacy skills to comprehend authentic texts\* that are spoken, written or signed.** IH.INT-LIT

1. Infer underlying message of text via literary devices used, such as anecdotes, satire or suspense. IH.INT-LIT.1
2. Use visual, aural and organizational features to compare and relate the points of view of various authors on similar topics in complex texts, such as novels, descriptions, song lyrics, or problems and solutions. IH.INT-LIT.2
3. Use evaluative self-questioning before, during and after engaging with texts, such as "What would I change or do I agree with the author?" IH.INT-LIT.3
4. Make in-depth connections among various texts using researched information from diverse sources IH.INT-LIT.4
5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. IH.INT-LIT.5

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**INT-LIT. Use literacy skills to deepen understanding of authentic texts that are spoken, written or signed.** AL.INT-LIT

1. Infer nuances of text via literary devices used, such as alliteration, juxtaposition or symbolism. AL.INT-LIT.1
2. Use visual, aural and organizational features to analyze the points of view of various authors in complex texts, such as novels, reports, rationales or editorials. AL.INT-LIT.2
3. Use critical self-questioning before, during and after engaging with texts, such as "Who is affected by this or how is this similar to a certain group of people?" AL.INT-LIT.3
4. Make in-depth connections among various texts using researched information from diverse sources. AL.INT-LIT.4
5. Select a variety of relevant digital and cultural resources and cite accurately. AL.INT-LIT.5

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**Interpretive Listening  
And Viewing**

**INT-LV. Understand the main idea and key information from connected sentences and short paragraphs.** IM.INT-LV

1. Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as:
  - Arts, dancing, ideas of beauty;
  - Literature, cultural events, importance of traditions.IM.INT-LV.1
2. Compare the targeted age group and demographics from publicity for several newly released films. IM.INT-LV.2
3. Compare two short literary or fiction films, including characters, authors' points of view, conflicts or tone. IM.INT-LV.3
4. Follow a series of directions for a destination or model kit. IM.INT-LV.4
5. Understand storyline and details from friends' conversation about a bad date or questions between team members about a collaborative project. IM.INT-LV.5

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**INT-LV. Follow the main message or flow of events from paragraphs across various time frames. IH.INT-LV**

1. Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
  - Green products, recycling, earth-friendly beliefs;
  - Historical events, social norms, value of demonstrations IH.INT-LV.1
2. Break down the marketing strategies of two video ads promoting similar products. IH.INT-LV.2
3. Relate an event in a historical fiction film to a similar historical or current event, including causes, outcomes or impact of the events. IH.INT-LV.3
4. Follow an online tutorial to change a tire or redecorate a bedroom. IH.INT-LV.4
5. Understand the cause of an argument between people in a public place or an interview of a celebrity as to what he or she has done or plans to do while visiting a city. IH.INT-LV.5

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**INT-LV. Understand the underlying message and some supporting details across major time frames. AL.INT-LV**

1. Analyze the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
    - Pharmaceuticals, use of antibiotics, attitudes toward vaccinations.
    - National identity, globalized practices, use of foreign words. AL.INT-LV.1
  2. Analyze the marketing strategies of a popular modern-day product or service and compare to strategies used to promote it in the past. AL.INT-LV.2
  3. Analyze a film to determine the moral of the story or relationships among characters. AL.INT-LV.3
  4. Follow how-to videos for gamers or job interviews. AL.INT-LV.4
  5. Understand differing or similar views from a discussion about room remodeling between designer and customer or debates on candidates' past beliefs and future plans. AL.INT-LV.5
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## Interpretive Reading

### **INT-R. Understand the main idea and key information from connected sentences and short paragraphs.** IM.INT-R

1. Compare the relationships among everyday cultural products, practices and perspectives in native and other cultures, such as:
    - Invitations, special occasions, cultural value of celebrations;
    - Ancient architecture, religious ceremonies, impact of mythology. IM.INT-R.1
  2. Understand the qualifications among job applicants to choose the best fit for a position. IM.INT-R.2
  3. Compare short literary works from different genres, including plot points, authors' points of view, conflicts or tone. IM.INT-R.3
  4. Follow a series of directions to arrive at a destination. IM.INT-R.4
  5. Compare the opinions and perspectives of individuals participating in an online discussion or social media thread. IM.INT-R.5
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### **INT-R. Follow the main message or flow of events from paragraphs across various time frames.** IH.INT-R

1. Determine the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
    - Family structures, weddings, treatment of elders;
    - Obituaries, funerals, attitudes toward death. IH.INT-R.1
  2. Relate the impact of sequential historical events to modern-day happenings. IH.INT-R.2
  3. Relate the sequence of events in a folktale to a plot twist. IH.INT-R.3
  4. Follow multistep instructions to submit an online job application. IH.INT-R.4
  5. Determine the main points of a debate between people in a blog post. IH.INT-R.5
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### **INT-R. Understand the underlying message and some supporting details across major time frames.** AL.INT-R

1. Analyze the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
    - Love poems, marriage, discrimination;
    - Political groups, public speaking, social class nuances. AL.INT-R.1
  2. Understand basic information from researched-based journals or political treatises. AL.INT-R.2
  3. Analyze fictional texts to determine culturally ingrained messages and perspectives. AL.INT-R.3
  4. Follow a multistep tutorial for writing an argumentative essay. AL.INT-R.4
  5. Compare cultural perspectives that influence the opinions in an online thread, such as the definition of family. AL.INT-R.5
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## Interpersonal Intercultural Communication

### **INP-C. Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.** *IM.INP-C*

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. *IM.INP-C.1*
2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders. *IM.INP-C.2*
3. Converse on a variety of familiar topics and some concrete researched topics. *IM.INP-C.3*
4. Interact with others to meet needs in a variety of familiar and everyday situations. *IM.INP-C.4*
5. Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics. *IM.INP-C.5*

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### **INP-C. Negotiate meaning while exchanging information in extended conversations and discussions and ask a variety of questions using connected sentences that may form paragraphs across various time frames.** *IH.INP-C*

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. *IH.INP-C.1*
2. Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures. *IH.INP-C.2*
3. Converse on a variety of familiar and concrete researched topics. *IH.INP-C.3*
4. Meet needs in a variety of familiar and everyday situations, sometimes involving a complication. *IH.INP-C.4*
5. Explain and react to viewpoints, emotions and advice on a variety of familiar topics and some concrete researched topics. *IH.INP-C.5*

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### **INP-C. Maintain discussions and extended conversations using a few simple paragraphs across major time frames.** *AL.INP-C*

1. Share how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures. *AL.INP-C.1*
  2. Converse in familiar and some unfamiliar situations, showing some awareness of subtle cultural differences by adjusting behavior accordingly. *AL.INP-C.2*
  3. Discuss a variety of familiar and unfamiliar concrete researched topics. *AL.INP-C.3*
  4. Resolve an unexpected complication in a familiar or everyday situation. *AL.INP-C.4*
  5. Explain, react to and compare viewpoints, emotions and advice on a variety of familiar and unfamiliar concrete researched topics. *AL.INP-C.5*
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## Interpersonal Literacy

### **INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** *IM.INP-LIT*

1. Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest. *IM.INP-LIT.1*
2. Use some complex interjections, rejoinders, interrogatives and transitions. *IM.INP-LIT.2*
3. Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, self-correction and mostly consistent pronunciation, tone or pitch. *IM.INP-LIT.3*
4. Infer meaning of unfamiliar language from context or topic of conversation. *IM.INP-LIT.4*
5. Select relevant digital and cultural resources, use appropriately and cite accurately. *IM.INP-LIT.5*

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### **INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** *IH.INP-LIT*

1. Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest. *IH.INP-LIT.1*
2. Use a variety of complex interjections, rejoinders, interrogatives and transitions. *IH.INP-LIT.2*
3. Enhance comprehensibility and clarity using self-correction, paraphrasing, and mostly consistent pronunciation, tone or pitch, register and rate of speech. *IH.INP-LIT.3*
4. Infer meaning of unfamiliar language from context or topic of discussion. *IH.INP-LIT.4*
5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. *IH.INP-LIT.5*

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**INP-LIT. Use interpersonal skills to interact, negotiate meaning and communicate effectively.** AL.INP-LIT

1. Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest. AL.INP-LIT.1
  2. Use a variety of complex interjections, rejoinders, interrogatives and transitions. AL.INP-LIT.2
  3. Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register and rate of speech. AL.INP-LIT.3
  4. Infer meaning of unfamiliar language from context or topic of discussion. AL.INP-LIT.4
  5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. AL.INP-LIT.5
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**Interpersonal Listening  
And Speaking Or Signing**

**INP-LSS. Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.** IM.INP-LSS

1. Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as:
  - Fashion houses, clothing trends, attitude toward thrift shops;
  - Social media, ways people communicate, how technology affects socializing.IM.INP-LSS.1
2. Demonstrate respect through culturally appropriate dress and voice volume when visiting historical sites. IM.INP-LSS.2
3. Make plans with a friend to go to a concert, such as how much to spend on tickets, merchandise for sale, transportation and how to dress. IM.INP-LSS.3
4. Interact with the waiter to substitute vegan or gluten-free ingredients for menu items. IM.INP-LSS.4
5. Exchange opinions about movies in cinema club and argue whether the book or movie is better. IM.INP-LSS.5

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**INP-LSS. Negotiate meaning while exchanging information in extended conversations and discussions and ask a variety of questions using connected sentences that may form paragraphs across various time frames. IH.INP-LSS**

1. Exchange information to compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
  - <li>Commercials, advertising, what sells a product; IH.INP-LSS.1
2. Demonstrate culturally appropriate reactions and behaviors when trying unfamiliar food or drink. IH.INP-LSS.2
3. Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes. IH.INP-LSS.3
4. Exchange ideas for postsecondary options with representatives at a college and career fair. IH.INP-LSS.4
5. Interact via social media or live podcast to exchange and support personal viewpoints on an upcoming election. IH.INP-LSS.5

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**INP-LSS. Maintain discussions and extended conversations using a few simple paragraphs across major time frames. AL.INP-LSS**

1. Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
    - <li>Migrant workers, seasonal hiring, acculturation; AL.INP-LSS.1
  2. Offer culturally appropriate gifts in a socially conventional manner as a guest at a celebration. AL.INP-LSS.2
  3. Research and discuss various political systems, including political parties, form of government and voting process. AL.INP-LSS.3
  4. Negotiate a refund for an item that broke after the warranty expired. AL.INP-LSS.4
  5. Discuss and compare the pros and cons of university entrance requirements in various cultures with a teacher or advisor. AL.INP-LSS.5
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## Interpersonal Reading And Writing

### **RW. Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.** *IM.INP.RW*

1. Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as:
  - Reusable bags, recycling, environmental responsibility;
  - Food pyramid, exercise routines, trends in dieting.*IM.INP.RW.1*
2. Use culturally appropriate formatting, salutation, titles and closing in a formal email exchange. *IM.INP.RW.2*
3. Discuss and compare academic testing requirements and purposes in response to a blog post. *IM.INP.RW.3*
4. Email an employer to express interest in a job and ask for more details about desired experience. *IM.INP.RW.4*
5. Exchange personal reactions to a blog post in the comments section and respond to others' comments. *IM.INP.RW.5*

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### **RW. Negotiate meaning while exchanging information in extended conversations and discussions and ask a variety of questions using connected sentences that may form paragraphs across various time frames** *IH.INP.RW*

1. Exchange information to compare relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
  - Curriculum vitae, applying for a job, employer expectations;
  - University life, applying for university, societal value of various professions.*IH.INP.RW.1*
2. Use culturally appropriate formatting, syntax, punctuation and capitalization when exchanging formal or informal emails. *IH.INP.RW.2*
3. Collaborate with an online group or organization to publicize an upcoming event. *IH.INP.RW.3*
4. Text a friend to explain why weekend plans were canceled and what the alternative plans will be. *IH.INP.RW.4*
5. Give advice online to a foreign student who has questions about studying in the USA. *IH.INP.RW.5*

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**RW. Maintain discussions and extended conversations using a few simple paragraphs across major time frames** *AL . INP . RW*

1. Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
  - <li>Material comforts, lifestyles, value of efficiency;</li><li>Exports, trade practices, disaster relief efforts.</li></ul> *AL . INP . RW . 1*
  - 2. Use culturally appropriate personal details, academic information, terminology and formatting when corresponding with references from a job application. *AL . INP . RW . 2*
  - 3. Interact online with a career counselor to discuss in-demand jobs where a second language is advantageous. *AL . INP . RW . 3*
  - 4. Exchange correspondence with an event planner to make changes to an upcoming celebration. *AL . INP . RW . 4*
  - 5. Write a rebuttal to a post criticizing today's youth compared to past generations and request evidence for this point of view. *AL . INP . RW . 5*

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**Presentational  
Intercultural  
Communication**

**P-C. Present information using organized connected sentences and series of connected sentences.** *IM . P - C*

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. *IM . P - C . 1*
2. Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures. *IM . P - C . 2*
3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics. *IM . P - C . 3*
4. Narrate about some past, present or future personal and social events and experiences. *IM . P - C . 4*
5. State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures. *IM . P - C . 5*

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**P-C. Present information using organized connected sentences that may form paragraphs across various time frames. IH.P-C**

1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. **IH.P-C.1**
2. Present to an audience using appropriate learned behaviors and show some understanding of cultural differences by adjusting behavior as needed in familiar contexts. **IH.P-C.2**
3. Inform on, describe and explain a variety of familiar and concrete researched topics. **IH.P-C.3**
4. Narrate about past, present and future personal experiences and school and community events. **IH.P-C.4**
5. State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures. **IH.P-C.5**

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**P-C. Present information using a few simple paragraphs across major time frames. AL.P-C**

1. Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures. **AL.P-C.1**
2. Present confidently to an audience and show some understanding of cultural differences by adjusting behavior as needed in familiar and some unfamiliar contexts. **AL.P-C.2**
3. Inform on, describe and explain some concrete academic, social and career-related topics of interest. **AL.P-C.3**
4. Narrate about personal, community and career-related experiences. **AL.P-C.4**
5. Present an argument with supporting evidence on some researched academic, social and career-related topics from native and other cultures. **AL.P-C.5**

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**Presentational Literacy**

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

1. Use authentic resources, content, syntax and concepts that are relevant to the topic. **IM.P-LIT.1**
2. Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience. **IM.P-LIT.2**
3. Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility. **IM.P-LIT.3**
4. Increase audience interest via elaboration, style, technology or visuals. **IM.P-LIT.4**
5. Select relevant digital and cultural resources, use appropriately and cite accurately. **IM.P-LIT.5**

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

1. Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. IH.P-LIT.1
2. Organize information in a cohesive format and explain or clarify as needed by the audience. IH.P-LIT.2
3. Approximate native pronunciation and syntax to increase comprehensibility. IH.P-LIT.3
4. Increase audience interest via elaboration, style, technology or visuals. IH.P-LIT.4
5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. IH.P-LIT.5

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

1. Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. AL.P-LIT.1
2. Organize information in a cohesive format and explain or elaborate as needed by the audience. AL.P-LIT.2
3. Approximate native pronunciation and syntax to increase comprehensibility. AL.P-LIT.3
4. Increase audience interest via elaboration, style, technology or visuals. AL.P-LIT.4
5. Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. AL.P-LIT.5

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**Presentational Speaking  
Or Signing**

**P-SS. Present information using organized connected sentences and series of connected sentences.** IM.P-SS

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
  - Clothing, personal style, appropriate attire;
  - Social media, ways people communicate, levels of formality in relationships.IM.P-SS.1
2. Use culturally appropriate language and learned behaviors. IM.P-SS.2
3. Give a presentation on a literary figure or author and his or her contributions to society. IM.P-SS.3
4. Give a peer instructions on how to obtain a driver's permit, prepare a healthy meal or format an outline for a term paper. IM.P-SS.4
5. Make a video or live dramatization of a literary work, creating a surprise ending or changing the author's point of view. IM.P-SS.5
6. Support a personal opinion about school cell phone policy. IM.P-SS.6

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**P-SS. Present information using organized connected sentences that may form paragraphs across various time frames. IH.P-SS**

1. Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
  - <li>Commercials, advertising, what sells a product;</li><li>Buildings, architectural styles, how city design affects lifestyles.</li></ul> IH.P-SS.1
  - 2. Use culturally appropriate language and begin to adjust behaviors as needed. IH.P-SS.2
  - 3. Explain postsecondary and career options from a college and job fair to your peers. IH.P-SS.3
  - 4. Produce a podcast giving the steps to complete a scientific experiment or solve a math equation. IH.P-SS.4
  - 5. Describe the benefits of volunteering for a recent or upcoming community event based on personal experience. IH.P-SS.5
  - 6. Argue to change a controversial school policy based on current research or societal norms. IH.P-SS.6

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**P-SS. Present information using a few simple paragraphs across major time frames. AL.P-SS**

1. Compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
    - <li>Migrant workers, seasonal hiring, acculturation;</li><li>Public schools, educational testing, role of education in quality of life.</li></ul> AL.P-SS.1
    - 2. Show awareness of some subtle differences among cultural behaviors and adjust accordingly. AL.P-SS.2
    - 3. Explain the significance of a historical event and its impact on present day society. AL.P-SS.3
    - 4. Explain the steps and results of a scientific experiment that tested a hypothesis. AL.P-SS.4
    - 5. Describe the personal impact of a community issue, such as drug addiction or affordable housing. AL.P-SS.5
    - 6. Take a position on a historical, literary or current event, with reasoning to support this position. AL.P-SS.6
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## Presentational Writing

### **P-W. Present information using a few simple paragraphs across major time frames.** IM.P-W

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
  - Reusable bags, recycling, environmental responsibility;
  - Food pyramid, exercise frequency, trends in dieting.
2. Use culturally appropriate formatting, salutation, titles and closing in a formal email or letter. IM.P-W.2
3. Write a blog entry summarizing an interview with a personal role model or a review of a book. IM.P-W.3
4. Create an infographic with step-by-step recipes for traditional desserts the international club will sell at a festival. IM.P-W.4
5. Write an essay about an impactful childhood experience for a semester abroad application. IM.P-W.5
6. Prepare speaking points for participation in a debate about the value of cell phones in class. IM.P-W.6

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### **P-W. Present information using organized connected sentences that may form paragraphs across various time frames.** IH.P-W

1. Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
  - Curriculum vitae, applying for a job, employer expectations;
  - Postsecondary education, applying, societal value of professions.
2. Use culturally appropriate formatting, syntax, punctuation and capitalization in bibliographies or letters. IH.P-W.2
3. Summarize personal takeaways and professional knowledge gained from an internship with a community leader. IH.P-W.3
4. Write an International Week blog post for the school website, explaining the movements for a traditional dance. IH.P-W.4
5. Write an editorial for a local target culture newsletter explaining how marketing strategies affected a recent purchase or entertainment choice. IH.P-W.5
6. Advise the teacher about the best apps to help learn languages outside of class and why they work. IH.P-W.6

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**P-W. Present information using a few simple paragraphs across major time frames.** AL.P-W

1. Compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:
  - Material comforts, lifestyles, value of efficiency;
  - Exports, trade practices, disaster relief efforts.AL.P-W.1
2. Use culturally appropriate personal details, academic information, terminology and formatting when writing a curriculum vitae. AL.P-W.2
3. Compare family roles and structures across cultures and the impact on the younger generation. AL.P-W.3
4. Create a webpage with transportation or route options for street closings due to a parade, road work or a demonstration. AL.P-W.4
5. Create a presentation for international business guests on how social media has influenced a culturally ingrained business perspective. AL.P-W.5
6. Create a fundraiser public service announcement for a health care issue that has had a personal impact. AL.P-W.6

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**Classical Languages**

1. Compare everyday cultural products, practices and perspectives in native and other cultures, such as:
    - Epigrams or meditations in texts;
    - Historic events;
    - Work skills or trading practices;
    - Elements of luxury vs. a simple life;
    - Multicultural aspects of the Roman world;
    - Leadership.IM.CL.1
  2. Compare literary texts such as epigrams, meditations or myths using author's point of view, conflicts or tone. IM.CL.2
  3. Understand the main idea of written exchanges between historical figures. IM.CL.3
  4. Use knowledge of structures and syntax to deepen understanding. IM.CL.4
  5. Rephrase elements of texts to discuss and compare aspects of Roman culture, such as daily or social life, with those of other cultures. IM.CL.5
  6. Explain the effect of Roman or Greek political and social systems on private and public life. IM.CL.6
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1. Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as:
    - Social norms;
    - Patricians/Plebeians;
    - Lives of women in classical Rome;
    - Diverse perspectives on identity;
    - How elements of luxury influence each other;
    - Literary genres and styles.IH.CL.1
  2. Relate the impact of sequential historical events to modern-day happenings. IH.CL.2

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**3. Determine the main point of debates, dialogues or historical or mythological descriptions.** IH.CL.3

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**4. Use knowledge of structures and syntax to deepen understanding.** IH.CL.4

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**5. Paraphrase or summarize elements of texts to participate in discussions or debates about familiar, researched or personal interest topics.** IH.CL.5

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**6. Summarize personal takeaways from research on topics such as philosophy, religion, mythology or personal conduct.** IH.CL.6

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**1. Compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as:**

- Political structures;
- Roman Senate vs. U.S. Senate;
- President vs consul;
- Ethical concepts in literature;
- Ethical concepts in society;
- Cultural and social identity influences.

AL.CL.1

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**2. Analyze texts to determine culturally engrained messages or perspectives.** AL.CL.2

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**3. Compare cultural perspectives that influence the opinions of historical figures.** AL.CL.3

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**4. Use knowledge of structures and syntax to deepen understanding.** AL.CL.4

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**5. Summarize elements of text to compare life in the ancient world with modern life, including personal viewpoints and supporting details.** AL.CL.5

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**6. Explain the development and transitions from ancient to current forms of government.** AL.CL.6

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## American Sign Language

**1. Compare everyday cultural products, practices and perspectives in native and Deaf cultures, such as:**

- How people socialize;
- Characteristics of social norms;
- Stereotypes or exaggerated views of people or groups.

IM.ASL.1

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**2. Compare fictional or non-fictional texts such as biographies, stories or documentaries.** IM.ASL.2

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**3. Compare the roles of family members who are deaf and those who are hearing.** IM.ASL.3

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**4. Discuss and compare news and vlogs related to Deaf life and perspectives.** IM.ASL.4

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**5. Interact with members of the Deaf community about contemporary issues related to daily life.** IM.ASL.5

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**6. Summarize a current event that impacts the Deaf community.** IM.ASL.6

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**7. Summarize personal takeaways from research on deaf athletes, historical figures or technology advances. IM.ASL.7**

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**1. Compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and Deaf cultures, such as:**

- Symbolism in literature or art;
- Impact of elections;
- Contributions and impact of historical figures on modern day society.

 **IH.ASL.1**

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**2. Relate the impact of sequential historical events to modern day happenings. IH.ASL.2**

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**3. Determine the main point of debates, dialogues or historical descriptions related to Deaf culture. IH.ASL.3**

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**4. Paraphrase or summarize elements of works of art, performances or literature to participate in discussions or debates about familiar, researched or personal interest topics. IH.ASL.4**

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**5. Explain the effect of political or social policies on the private and public life of the Deaf community. IH.ASL.5**

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**1. Compare the relationships among global cultural products, practices and perspectives in native and Deaf cultures, such as:**

- Political policies affecting daily life;
- Role of the hearing and Deaf in American society;
- Differences in cultural viewpoints of global events.

 **AL.ASL.1**

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**2. Compare aspects of Deaf minority communities with hearing minority communities in the United States, both historically and in modern society. AL.ASL.2**

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**3. Discuss the impact of the institutionalization of deaf people that took place in the past, how it was similar to other groups, and how and why it has changed in current society. AL.ASL.3**

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**4. Analyze and explain the impact of the oralism movement in educating deaf students. AL.ASL.4**

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