

PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

LCB File No. R063-14

NAC 389.xxx~~[434-Foreign]~~ World Language: *Novice-Mid*

Learners at the Novice-Mid sub-level communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid Learners may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, learners frequently resort to repetition, words from their native language, or silence.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- Greet and leave people in a polite way*
- Introduce self and others*
- Answer a variety of simple questions*
- Make simple statements in a conversation*
- Ask simple questions*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Understand a few courtesy phrases*
- Recognize and understand basic information*
- Recognize and understand words for a specific purpose*
- Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- Present information using words or phrases about self, daily activities, likes, and dislikes*
- Fill out a simple form with basic information*
- Write about self, using learned phrases as well as memorized expressions*
- List daily activities and write lists that help in day-to-day life*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...

- *Initiate greetings and use appropriate gestures*
- *Identify some common social practices*
- *Describe some aspects of major traditions and celebrations*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicators...

- *Identify culture-specific products and their uses*
- *Identify similarities and differences of common expressive products between learners' culture and the target culture(s)*

6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...

- *Describe and situate geographic locations relative to each other on a map*
- *Use basic math functions in target language*
- *Compare and contrast, and discuss and retell aspects of authentic texts*
- *Identify dates, figures, or events of historical importance*

7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...

- *Identify measurement systems*
- *Describe cultural products*
- *Recognize and interact with simple authentic resources*

8. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Performance indicators...

- *Recognize cognates, word families, and language patterns*
- *Demonstrate that languages have important sound distinctions*
- *Analyze the writing system of the target language*
- *Identify language patterns and grammatical functions*

9. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Performance indicators...

- *Identify cultural differences about traditions, celebrations and customs*
- *Recognize various uses of language register*

10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Performance indicator...

- *Identify settings where the target language can be used*

11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Performance indicators...

- *Apply knowledge of language to personal, real world interests*
- *Self evaluate acquired skills*
- *Reflect on acquired skills*

~~[Instruction through third grade. (NRS 385.080, 385.110)—A course in a foreign language offered as an elective course in a public elementary school through the third grade must, in addition to the requirements set forth in NAC 389.432 and subject to the experience of the pupils with the foreign language in kindergarten through the second grade, include instruction designed to teach the pupil by the completion of the third grade to:~~

~~—1.—Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the foreign language by:~~

~~—(a) Counting and performing simple arithmetic problems.~~

~~—(b) Participating in brief guided conversations.~~

~~—(c) Making simple requests.~~

~~—(d) Asking and answering simple questions.~~

~~—(e) Expressing the pupil's state of being and feelings.~~

~~—(f) Using simple commands.~~

~~—2.—Understand and interpret written and spoken material in the foreign language on a variety of topics by:~~

~~—(a) Comprehending brief written and oral directions, commands and information.~~

~~—(b) Reading familiar words.~~

~~—(c) Reading numbers, dates, words related to the family and weather, and other thematic vocabulary.~~

~~—(d) Recognizing a sound with its corresponding letter or symbol.~~

~~—3.—Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues with limited vocabulary.~~

- ~~—4.— Understand the relationship between the practices and perspectives of the culture studied by exploring the verbal and nonverbal communication of the culture, including, without limitation, gestures, body language, dance, art and music.~~
- ~~—5.— Understand the relationship between the products and perspectives of the culture studied by:
 - ~~—(a) Exploring the products of the culture studied.~~
 - ~~—(b) Understanding the relationship between those products and the environment in which they are produced.~~~~
- ~~—6.— Understand other disciplines through the foreign language by practicing familiar concepts in the foreign language, including, without limitation, numbers, colors, animals, nursery rhymes, fairy tales, the calendar, weather, money and mathematics.~~
- ~~—7.— Understand the nature of language through comparisons of the foreign language with the pupil's language by comparing cognates, word families and language patterns.~~
- ~~—8.— Understand the concept of culture through comparisons of the culture studied and the pupil's culture by:
 - ~~—(a) Exploring and recognizing the contributions of the culture studied to the American culture, including, without limitation, music, food, art, toys and folk tales.~~
 - ~~—(b) Demonstrating an awareness of ways of expressing respect and communicating differences in status in the pupil's language and the foreign language.~~~~
- ~~—9.— Use the foreign language in and outside of school by participating in performances at school or in the community in the foreign language or relating to the culture studied.~~
- ~~—10.— Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by:
 - ~~—(a) Playing sports or games from the culture studied that are appropriate for the pupil's age.~~
 - ~~—(b) Listening to music, singing songs or playing musical instruments from the culture studied.~~
 - ~~—(c) Planning real or imaginary travel to a country in which the foreign language is spoken.~~~~
- ~~—(Added to NAC by Bd. of Education by R065-97, eff. 12-10-97; A by R164-99, 2-16-2000)—
(Substituted in revision for NAC 389.291)]~~

NAC 389.xxx~~[436 Foreign]~~ **World** Language: *Novice-High*

Learners at the Novice-High sub-level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High Learners respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- Exchange some personal information*
- Exchange information using texts, graphs, or pictures*
- Ask for and give simple directions*
- Make plans with others*
- Interact with others in everyday situations*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Understand simple questions or statements on familiar topics*
- Understand simple information via pictures and graphs*
- Usually understand short simple messages on familiar topics*
- Understand short simple descriptions*
- Understand the main idea of published materials*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- Present and write information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place, or thing*
- Write short notes about things learned, and request information*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...

- Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations*
- Investigate common social practices in relevant situations*
- Examine major traditions and celebrations and the practices associated with them*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicators...

- Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts*

6. Making Connections: *Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...*

- *Describe and identify geographic locations, terms, and features*
- *Use basic math functions in target language*
- *Compare, contrast, and discuss or retell aspects of authentic texts*
- *Identify dates, figures, or events of historical importance*

7. Acquiring Information and Diverse Perspectives: *Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...*

- *Compare and contrast measurement systems*
- *Describe cultural products*
- *Recognize authentic resources*
- *Interact with authentic resources*

8. Language Comparisons: *Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Performance indicators...*

- *Recognize cognates, word families, and language patterns*
- *Demonstrate that languages have important sound distinctions*
- *Analyze the writing system of the target language*
- *Identify language patterns and grammatical functions*

9. Cultural Comparisons: *Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Performance indicators...*

- *Identify cultural differences about traditions, celebrations, and customs*
- *Recognize various language registers and their uses*

10. School and Global Communities: *Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Performance indicators...*

- *Identify settings where the target language can be used*

11. Lifelong Learning: *Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Performance indicators...*

- *Apply knowledge of language to personal, real world interests*
- *Self evaluate acquired skills*
- *Reflect on acquired skills*

~~[Instruction through fifth grade. (NRS 385.080, 385.110)—A course in a foreign language offered as an elective course in a public elementary school through the fifth grade must, in addition to the requirements set forth in NAC 389.434 and subject to the experience of the pupils~~

~~with the foreign language in kindergarten through the fourth grade, include instruction designed to teach the pupil by the completion of the fifth grade to:~~

~~—1.— Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions in the foreign language by:~~

~~—(a) Identifying common objects after listening to an oral description.~~

~~—(b) Telling time.~~

~~—(c) Using the calendar.~~

~~—2.— Understand and interpret written and spoken material in the foreign language on a variety of topics by:~~

~~—(a) Reading combinations of familiar words in short sentences.~~

~~—(b) Reading all words that the pupil is able to use orally.~~

~~—(c) Comprehending brief written directions, narratives and other information.~~

~~—3.— Present information, concepts and ideas in the foreign language to an audience by:~~

~~—(a) Responding to personal questions.~~

~~—(b) Writing familiar words or phrases, including, without limitation, colors, dates, numbers, lyrics of songs and words related to the family and weather.~~

~~—(c) Writing simple text on familiar topics, including, without limitation, filling in the blanks or labeling pictures in simple stories.~~

~~—4.— Understand the relationship between the practices and perspectives of the culture studied by:~~

~~—(a) Becoming aware of the effects of important people, holidays, geography and history on the lives of the people of the culture studied.~~

~~—(b) Demonstrating an awareness of the different patterns of daily life within the culture studied and the pupil's culture.~~

~~—5.— Understand the relationship between the products and perspectives of the culture studied by comparing the products with the environments in which they are produced.~~

~~—6.— Understand other disciplines through the foreign language by practicing familiar concepts in the foreign language, including, without limitation, telling time and identifying the seasons.~~

- ~~—7.— Understand the concept of culture through comparisons of the culture studied and the pupil’s culture by developing an awareness of cultural diversity and some of the contributions of the foreign language to American culture.~~
- ~~—8.— Understand the concept of language by recognizing some of the contributions of the foreign language to American culture.~~
- ~~—9.— Use the language in and outside of school by:~~
 - ~~—(a) Writing format letters, including, without limitation, letters to a pen pal.~~
 - ~~—(b) Identifying professions that require proficiency in another language.~~
 - ~~—(c) Exploring careers that require the ability to communicate in the foreign language.~~
- ~~—10.— Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by:~~
 - ~~—(a) Playing sports or games of the culture studied that are appropriate for the age of the pupil.~~
 - ~~—(b) Listening to music, singing songs or playing musical instruments from the culture studied.~~
 - ~~—(c) Planning a real or imaginary trip to a country in which the foreign language is spoken.~~
- ~~—(Added to NAC by Bd. of Education by R065-97, eff. 12-10-97; A by R164-99, 2-16-2000)—
(Substituted in revision for NAC 389.2945)]~~

NAC 389.xxx~~[438 Foreign]~~ *World Language: Intermediate-Low Learners at the Intermediate-Low sub-level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sub-level, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely.*

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Performance indicators...

- *Hold a simple conversation on a number of everyday topics*
- *Use the language to meet basic needs in familiar situations*
- *Ask and answer questions on factual information that is familiar*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Understand the basic purpose of a message and messages related to basic needs*
- Understand questions and simple statements on everyday topics when part of a conversation*
- Identify some simple information on forms*
- Identify some information from news media*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- Talk and write about people, activities, and experiences*
- Talk and write about needs and wants*
- Exchange information about plans*
- Present songs, short skits, or dramatic readings*
- Talk and write about topics of interest*
- Give basic instructions*
- Prepare materials for a presentation*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...

- Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations*
- Compare daily practices of people in the target culture(s) with those of the learner*
- Interpret and explain the cultural relevance or historical context of traditions and celebrations*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicator...

- Analyze and assess factors that impact cultural products*

6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...

- Discuss how geographic locations affect practices, perspectives, and products*
- Analyze and evaluate aspects of authentic texts with some details*
- Analyze historic contributions of the target culture*

7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...

- Recognize authentic resources*
- Interact with authentic resources*

- *Analyze, examine, and evaluate cultural products*
- *Interpret perspectives unique to the target culture(s)*

8. Language Comparisons: *Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.*

Performance indicators...

- *Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts*
- *Employ language patterns and grammatical functions*

9. Cultural Comparisons: *Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.*

Performance indicators...

- *Analyze cultural differences in traditions, celebrations, and customs*
- *Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners' community*

10. School and Global Communities: *Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.*

Performance indicators...

- *Identify settings where the language can be used*
- *Demonstrate the ability to find resources that relate to use and understanding of the language*
- *Demonstrate the ability to find resources that relate to the target culture(s)*
- *Communicate and reflect on interactions with members of the target culture(s)*

11. Lifelong Learning: *Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.* *Performance indicators...*

- *Apply knowledge of language to personal, real world interests*
- *Self evaluate acquired skills*
- *Reflect on acquired skills*

~~[Instruction in middle school or junior high school through ninth grade. (NRS 385.080, 385.110) A course in a foreign language offered as an elective course in a public middle school or junior high school through the ninth grade must, in addition to the requirements set forth in NAC 389.436 and subject to the experience of the pupils with the foreign language in kindergarten through the eighth grade, include instruction designed to teach the pupil by the completion of the ninth grade to:~~

~~—1.—Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:~~

~~—(a) Talking and writing about activities of daily life using memorized phrases, short sentences, numbers, dates, times and other basic thematic vocabulary.~~

~~—(b) Giving and following simple oral and written instructions and commands using visual cues when appropriate.~~

~~—(c) Recognizing commonly used verbs and phrases in discussions about past and future events.~~

~~—(d) Participating in structured conversations on a variety of topics, including, without limitation, state of being and feelings.~~

~~—(e) Making simple oral and written requests.~~

~~—(f) Telling and writing a simple narrative about a personal experience or event in the present tense.~~

~~—(g) Restating in the present tense, with assistance, what another person has said.~~

~~—(h) Recognizing the standard rules of usage and grammar.~~

~~—(i) Demonstrating accuracy in the imitation of modeled words.~~

~~—(j) Demonstrating occasional creativity in the production of language.~~

~~—(k) Asking and responding to basic questions.~~

~~—(l) Using appropriate expressions and gestures of courtesy.~~

~~—2.— Understand and interpret written and spoken material in the foreign language on a variety of topics by:~~

~~—(a) Recognizing a sound with its corresponding letter or symbol.~~

~~—(b) Comprehending written and spoken numbers, dates, times and other basic thematic vocabulary.~~

~~—(c) Reading and comprehending phrases, short sentences, brief written directions and simple narratives.~~

~~—(d) Writing numbers, dates, times and other basic thematic vocabulary.~~

~~—3.— Use familiar thematic words and phrases by performing skits, puppet shows or dialogues.~~

~~—4.— Understand the relationship between the practices and perspectives of the culture studied by:~~

~~—(a) Identifying the manner in which important traditions, events and holidays are celebrated in the culture.~~

- ~~—(b) Recognizing various forms of communications in the culture, including gestures, body language, dance, art and music.~~
- ~~—(c) Identifying the important persons, holidays, geography and history of the culture.~~
- ~~—5.— Understand the relationship between the products and perspectives of the culture studied by:~~
 - ~~—(a) Understanding the messages found in highly contextualized materials, including, without limitation, signs and posters.~~
 - ~~—(b) Identifying the artistic achievements and contributions of the culture.~~
 - ~~—(c) Recognizing certain unique products of the culture.~~
- ~~—6.— Understand other disciplines by using the foreign language to read, write and discuss familiar topics studied in other courses.~~
- ~~—7.— Understand the nature of language through comparisons of the foreign language with the pupil's language by:~~
 - ~~—(a) Recognizing cognates, adopted words and expressions, and word families.~~
 - ~~—(b) Demonstrating that languages have important sound distinctions that must be mastered to communicate meaning.~~
 - ~~—(c) Analyzing and comparing the writing systems of both languages.~~
 - ~~—(d) Comparing and using language and grammatical patterns.~~
- ~~—8.— Understand the cultural differences and similarities between the culture studied and the pupil's culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.~~
- ~~—9.— Use the foreign language in and outside of school by reporting about the use of the foreign language outside the classroom.~~
- ~~—10.— Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by planning a real or imaginary trip to a country in which the foreign language is spoken and collecting information concerning travel to that country and careers that require the use of that foreign language.~~
- ~~—(Added to NAC by Bd. of Education by R065-97, eff. 12-10-97; A by R164-99, 2-16-2000)—
(Substituted in revision for NAC 389.447)]~~

NAC 389.xxx~~[569-Foreign]~~ World Language: *Intermediate-Mid*

Intermediate-Mid Learners are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- Start, maintain, and end a conversation on a variety of familiar topics*
- Talk about daily activities and personal preferences*
- Use language to handle tasks related to personal needs*
- Exchange information about topics of personal interest to the learners*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Understand basic information in ads and recordings*
- Understand messages related to everyday life*
- Understand simple written exchanges between other people*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- Present and write about personal and social experiences*
- Present and write about something learned or researched*
- Present and write about common interests and issues and*
- Take a critical stance on a topic of interest*
- Write messages, announcements, and communications for distribution*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...

- Analyze social interactions typical of the culture(s) studied*
- Analyze behavior patterns in the target culture(s)*
- Connect and relate the cultural relevance and historical context of traditions and celebrations to current events*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicator...

- Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture*

6. Making Connections: *Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...*

- *Discuss how geographic locations affect practices, perspectives, and products*
- *Analyze and evaluate aspects of authentic texts with some details*
- *Analyze historic contributions and controversies*

7. Acquiring Information and Diverse Perspectives: *Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...*

- *Recognize authentic resources*
- *Interact with authentic resources*
- *Analyze, examine, and evaluate cultural products*
- *Interpret perspectives unique to the target culture(s)*

8. Language Comparisons: *Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Performance indicators...*

- *Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts*
- *Employ language patterns and grammatical functions*

9. Cultural Comparisons: *Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Performance indicators...*

- *Analyze cultural differences in traditions, celebrations, and customs*
- *Describe examples of cultural diversity and the contributions of the target culture(s) that exist in the learner's community*

10. School and Global Communities: *Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Performance indicators...*

- *Identify settings where the language can be used*
- *Demonstrate the ability to find resources that relate to use and understanding of the language*
- *Demonstrate the ability to find resources that relate to the target culture(s)*
- *Communicate and reflect on interactions with members of the target culture(s)*

11. Lifelong Learning: *Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Performance indicators...*

- *Apply knowledge of language to personal, real world interests*
- *Self-evaluate acquired skills*
- *Reflect on acquired skills*

~~{ First year. (NRS 385.080, 385.110) — A course in a foreign language offered as an elective course in a public high school as a first-year foreign language course must include instruction designed to teach the pupil by the completion of the first year of high school study to:~~

~~— 1. — Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:~~

~~— (a) — Talking and writing about activities of daily life using memorized phrases, short sentences, numbers, dates, times and other basic thematic vocabulary.~~

~~— (b) — Giving and following simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate.~~

~~— (c) — Recognizing commonly used verbs and phrases in discussions about past and future events.~~

~~— (d) — Participating in structured conversations on various topics, including, without limitation, state of being and feelings.~~

~~— (e) — Making simple oral and written requests.~~

~~— (f) — Telling and writing a simple narrative about a personal experience or event in the present tense.~~

~~— (g) — Restating in the present tense, with assistance, what another person has said.~~

~~— (h) — Recognizing the standard rules of usage and grammar.~~

~~— (i) — Demonstrating accuracy in the imitation of modeled words.~~

~~— (j) — Demonstrating occasional creativity in the production of language.~~

~~— (k) — Asking and responding to basic questions.~~

~~— (l) — Using appropriate expressions and gestures of courtesy.~~

~~— 2. — Understand and interpret written and spoken material in the foreign language on various topics by:~~

~~— (a) — Recognizing a sound with its corresponding letter or symbol.~~

~~— (b) — Comprehending written and spoken numbers, dates, times and other basic thematic vocabulary.~~

~~— (c) — Reading and comprehending phrases, short sentences, brief written directions and simple narratives.~~

- ~~—(d) Writing numbers, dates, times and other basic thematic vocabulary.~~
- ~~—(e) Using familiar thematic words and phrases by performing skits, puppet shows or dialogues.~~
- ~~—3. Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues.~~
- ~~—4. Understand the relationship between the practices and perspectives of the culture studied by:
 - ~~—(a) Identifying the manner in which persons in the culture celebrate important traditions, events and holidays.~~
 - ~~—(b) Recognizing various forms of communications in the culture, including gestures, body language, dance, art and music.~~
 - ~~—(c) Identifying the important persons, holidays, geography and history of the culture.~~~~
- ~~—5. Understand the relationship between the products and perspectives of the culture studied by:
 - ~~—(a) Recognizing the messages in highly contextualized materials, including, without limitation, signs and posters.~~
 - ~~—(b) Identifying certain artistic achievements and contributions of the culture.~~
 - ~~—(c) Recognizing certain unique products of the culture.~~~~
- ~~—6. Understand other disciplines by reading, writing and discussing in the foreign language familiar topics studied in other courses.~~
- ~~—7. Understand the nature of language through comparisons of the foreign language with the pupil's language by:
 - ~~—(a) Recognizing cognates, adopted words and expressions, and word families.~~
 - ~~—(b) Demonstrating that languages have important sound distinctions that must be mastered to communicate meaning.~~
 - ~~—(c) Analyzing and comparing the writing systems of both languages.~~
 - ~~—(d) Comparing and using language and grammatical patterns.~~~~

~~—8.— Understand the cultural differences and similarities between the culture studied and the pupil’s culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.~~

~~—9.— Use the foreign language in and outside the school by reporting about the use of the foreign language outside the classroom.~~

~~—10.— Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by planning a real or imaginary trip to a country in which the foreign language is spoken and collecting information concerning travel to that country and careers that require the use of that foreign language.~~

~~—(Added to NAC by Bd. of Education by R164-99, eff. 2-16-2000)—~~

NAC 389.xxx~~[5695 Foreign]~~ World Language: *Intermediate-High*

Intermediate-High Learners can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate-High Learners can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate-High Learners attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- Exchange information related to areas of mutual interests*
- Use language to do a task that requires multiples steps*
- Use language to handle a situation that may have a complication*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Easily understand straightforward information or interactions*
- Understand situations with complicating factors*
- Understand accounts of personal events*
- Follow short, written instructions when supported by visuals*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- Present information on: academic and work topics, events, activities, and topics of particular interests.*
- Present a point of view with reasons to support*

- *Write about: school and academic topics, community topics, entertainment events, and work and career topics*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicator...

- *Evaluate texts and presentations for cultural viewpoints, values, and bias*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicators...

- *Explain the influence of the target culture(s) on literature, media, and global concerns*

6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...

- *Discuss how geographic locations affect practices, perspectives, and products*
- *Cultivate personal perspectives in relation to historic contributions or controversies*

7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...

- *Recognize authentic resources*
- *Interact with authentic resources*
- *Analyze, examine, and evaluate cultural products*
- *Interpret perspectives unique to the target culture(s)*

8. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Performance indicators...

- *Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts*
- *Employ language patterns and grammatical functions*

9. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Performance indicators...

- *Analyze cultural differences in traditions, celebrations and customs*
- *Describe examples of cultural diversity and the contributions of the target culture that exist in the learner's community*

10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Performance indicators...

- *Identify settings where the language can be used.*

- *Demonstrate the ability to find resources that relate to use and understanding of the language*
- *Demonstrate the ability to find resources that relate to the target culture(s)*
- *Communicate and reflect on interactions with members of the target culture(s)*

11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Performance indicators...

- *Apply knowledge of language to personal, real world interests*
- *Self-evaluate acquired skills*
- *Reflect on acquired skills*

~~[Second year. (NRS 385.080, 385.110)—A course in a foreign language offered as an elective course in a public high school as a second-year foreign language course must, in addition to the requirements set forth in NAC 389.569, include instruction designed to teach the pupil by the completion of the second year of high school study to:~~

~~—1.—Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:~~

~~—(a)—Asking and responding to a variety of questions concerning activities of daily life.~~

~~—(b)—Giving and following oral or written directions, instructions and commands.~~

~~—(c)—Using various verbs and phrases to discuss and write about past and future events.~~

~~—(d)—Participating in conversations on various topics by expressing opinions and emotions.~~

~~—(e)—Making requests for goods and services in public places.~~

~~—(f)—Telling or writing effectively a narrative about a personal experience or event.~~

~~—(g)—Restating an event or an account of an event in various tenses.~~

~~—(h)—Applying standard rules of usage and grammar.~~

~~—(i)—Speaking in a manner that is comprehensible to speakers of the foreign language.~~

~~—(j)—Demonstrating creativity in the production of language.~~

~~—2.—Understand and interpret written and spoken material in the foreign language on various topics by:~~

~~—(a)—Reading selected materials with a certain degree of fluency, accuracy, intonation and expression.~~

- ~~—(b) Using background knowledge to comprehend narratives, personal correspondence and other contextualized print.~~
- ~~—(c) Paraphrasing or expressing main ideas of written and spoken material.~~
- ~~—3.— Present information, concepts and ideas in the foreign language to an audience by:~~
 - ~~—(a) Creating and presenting stories or brief written reports on various topics.~~
 - ~~—(b) Reciting selected forms of literature or singing songs.~~
 - ~~—(c) Engaging in debate on various topics.~~
- ~~—4.— Understand the relationship between the practices and perspectives of the culture studied by:~~
 - ~~—(a) Explaining the value systems and routines of daily life of the culture.~~
 - ~~—(b) Identifying important geographical features, historical events and political structures of the culture.~~
 - ~~—(c) Using appropriate verbal and nonverbal behavior in various situations.~~
 - ~~—(d) Experiencing entertainment of the culture.~~
 - ~~—(e) Identifying important persons in entertainment and the arts of the culture.~~
- ~~—5.— Understand the relationship between the products and perspectives of the culture studied by:~~
 - ~~—(a) Discussing the artistic contributions of the culture.~~
 - ~~—(b) Describing certain unique products of the culture.~~
 - ~~—(c) Identifying the perspectives of the culture that are manifested in its commercial advertisements.~~
 - ~~—(d) Understanding messages conveyed in the media.~~
- ~~—6.— Understand other disciplines by:~~
 - ~~—(a) Comprehending short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses.~~
 - ~~—(b) Presenting oral and written reports in the foreign language on topics studied in other courses.~~

- ~~—7.— Understand the nature of language through comparisons of language structures by:~~
- ~~—(a) Recognizing the equivalent meaning of idiomatic expressions and other linguistic concepts.~~
- ~~—(b) Demonstrating that languages have important distinctions in sounds that must be mastered to communicate meaning.~~
- ~~—8.— Understand cultural differences and similarities by developing an awareness of cultural diversity and the contributions of the culture studied made to American culture.~~
- ~~—9.— Use the foreign language in and outside the school by corresponding in the foreign language.~~
- ~~—10.— Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by:~~
- ~~—(a) Researching and presenting information concerning traveling to and studying in a country where the foreign language is spoken.~~
- ~~—(b) Participating in a project to explore careers that require interaction in the foreign language.~~
- ~~—(Added to NAC by Bd. of Education by R164-99, eff. 2-16-2000)}~~

NAC 389.~~[570]~~ ~~[Foreign]~~ *World Language: Advanced-Low*
Advanced-Low Learners demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced-Low Learners combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- Participate in conversations on a wide variety of topics that go beyond everyday life*
- Compare and contrast life in different settings*
- Resolve an unexpected complication that arises in familiar situations*
- Conduct or participate in interviews*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Understand descriptions and stories of events that have/will happen*
- Understand the main idea of popular genres*

- *Find and use information for practical purposes*
- *Read texts that are compare and contrast information*
- *Follow written instructions*

3. Presentational Communication: *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...*

- *Present and write about academic and workplace topics to a specific audience*
- *Present and write about social and cultural topics to a specific audience*
- *Present and write about community interests to a specific audience*

4. Relating Cultural Practices to Perspectives: *Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...*

- *Explain some of the factors that contribute to why products and practices vary across cultures*
- *Analyze how peoples' practices and behaviors reflect their cultures and belief systems*
- *Explore topics of personal and professional interest*

5. Relating Cultural Products to Perspectives: *Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicators...*

- *Identify examples of the target culture(s)' influence in both historic and contemporary media and entertainment*
- *Critique the influence of the target culture(s) in literature, media, and global concerns*
- *Explain how social, political, religious, and economic institutions reflect cultural beliefs*

6. Making Connections: *Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...*

- *Analyze and evaluate how geographic locations affect practices, perspectives, and products*
- *Use supporting evidence to cultivate personal perspectives in relation to historic contributions and controversies*

7. Acquiring Information and Diverse Perspectives: *Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...*

- *Recognize authentic resources*
- *Interact with authentic resources*
- *Analyze, examine, and evaluate cultural products*
- *Interpret perspectives unique to the target culture(s)*

8. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Performance indicators...

- Use complex idiomatic expressions and language structures with increasing accuracy*
- Identify or recognize dialects and register use from different regions, cultures, and contexts*

9. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Performance indicators...

- Analyze the perspectives of the culture(s) studied as they are reflected in art and literature*
- Explain the development of traditions, celebrations, and customs in the target culture(s)*

10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Performance indicators...

- Identify settings where the language can be used*
- Demonstrate the ability to find resources that relate to use and understanding of the language*
- Demonstrate the ability to find resources that relate to the target culture(s)*
- Communicate and reflect on interactions with members of the target culture(s)*

11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- Apply knowledge of language to personal, real world interests*
- Self-evaluate acquired skills*
- Reflect on acquired skills*

~~[Fourth year. (NRS 385.080, 385.110)—A course in a foreign language offered as an elective course in a public high school as a fourth-year foreign language course must, in addition to the requirements set forth in NAC 389.5695 and subject to the experience of the pupils with the foreign language in kindergarten through the 11th grade, include instruction designed to teach the pupil by the completion of the 12th grade to:~~

~~—1. Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:~~

~~—(a) Responding effectively to factual and interpretive questions.~~

~~—(b) Using increasingly complex verb tenses and forms.~~

~~—(c) Interacting in increasingly complex situations.~~

~~—(d) Analyzing and discussing competently personal reactions to selected materials.~~

- ~~—(e) Using familiar idiomatic and nonverbal expressions and appropriate vocabulary.~~
 - ~~—(f) Applying effectively strategies for questions, paraphrasing, circumlocution and self-correction.~~
 - ~~—(g) Demonstrating adequately patterns of pronunciation and intonation.~~
 - ~~—(h) Expressing appropriately opinions and emotions.~~
 - ~~—(i) Determining meaning by using contextual cues.~~
 - ~~—(j) Demonstrating creativity in the production of language.~~
- ~~—2.— Understand and interpret written and spoken material in the foreign language on a variety of topics by:~~
- ~~—(a) Advancing from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills.~~
 - ~~—(b) Comprehending increasingly complex vocabulary.~~
 - ~~—(c) Understanding and paraphrasing increasingly complex spoken and written material.~~
 - ~~—(d) Obtaining and analyzing information from original materials by using background knowledge and contextual cues.~~
- ~~—3.— Present information, concepts and ideas in the foreign language to an audience by:~~
- ~~—(a) Composing and presenting an original report on a topic of interest.~~
 - ~~—(b) Playing roles in various situations.~~
 - ~~—(c) Giving presentations on current events and cultural topics using appropriate expressions and intonation.~~
- ~~—4.— Understand the relationship between the practices and perspectives of the culture studied by:~~
- ~~—(a) Analyzing the manner in which history influences the present.~~
 - ~~—(b) Adjusting communication to the situation and audience.~~
 - ~~—(c) Identifying important persons in entertainment and the arts in the culture and recognizing their achievements and contributions.~~

~~—5.— Understand the relationship between the products and perspectives of the culture studied by:~~

~~—(a) Analyzing the important contributions of the culture.~~

~~—(b) Correlating major historical events, literary works and other art forms to cultural practices.~~

~~—6.— Understand other disciplines through the foreign language by:~~

~~—(a) Presenting increasingly complex oral and written reports in the foreign language concerning topics studied in other courses.~~

~~—(b) Discussing brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses.~~

~~—7.— Acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language by:~~

~~—(a) Describing the cultural differences and their distinctive viewpoints.~~

~~—(b) Preparing reports using sources in the foreign language.~~

~~—8.— Understand the nature of language through comparisons of the foreign language with the pupil's language by:~~

~~—(a) Using complex idiomatic expressions and language structures.~~

~~—(b) Identifying dialects from different regions, cultures and contexts.~~

~~—9.— Understand cultural similarities and differences by analyzing the perspectives of the culture studied as they are reflected in art and literature.~~

~~—10.— Use the language in and outside of school by:~~

~~—(a) Interacting with members of the pupil's community on various topics using the foreign language.~~

~~—(b) Participating in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied.~~

~~—11.— Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by preparing a project using various media concerning traveling and studying in a country where the foreign language is spoken.~~

~~—(Added to NAC by Bd. of Education, eff. 5-4-87; A-9-15-89; R065-97, 12-10-97; R164-99, 2-16-2000)}~~

NAC 389.~~[570-Foreign]~~ World Language: *Advanced-Mid*

Advanced-Low Learners demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced-Low Learners combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- Communicate effectively on a wide variety of present, past, and future events*
- Exchange general information on topics beyond personal fields of interest*
- Handle a complication or unexpected turn of events*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- Understand the main idea and many details of descriptions or interviews, accounts of events, and directions on everyday tasks.*
- Follow the general idea and some details of what is written in a story, details of past, present, and future events, and topics beyond personal fields of interest*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- Present and write about public and personal information*
- Convey ideas and elaborate on variety of academic topics*
- Present and write with ease and detail on a wide variety of topics*
- Write well organized texts about academic, professional, and general interest topics*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...

- Explain some of the factors that contribute to why products and practices vary across cultures*
- Analyze how peoples' practices and behaviors reflect their cultures and belief systems*
- Explore topics of personal and professional interest*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicators...

- Identify examples of the target culture(s)' influence in both historic and contemporary media and entertainment*

- Critique the influence of the target culture(s) in literature, media, and global concerns
- Explain how social, political, religious, and economic institutions reflect cultural beliefs

6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...

- Analyze and evaluate how geographic locations affect practices, perspectives, and products
- Use supporting evidence to cultivate personal perspectives in relation to historic contributions and controversies

7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...

- Recognize authentic resources
- Interact with authentic resources
- Analyze, examine, and evaluate cultural products and goods
- Interpret perspectives unique to the target culture(s)

8. Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Performance indicators...

- Use complex idiomatic expressions and language structures with increasing accuracy
- Identify or recognize dialects and register use from different regions, cultures, and contexts

9. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Performance indicators...

- Analyze the perspectives of the target culture(s) studied as they are reflected in art and literature
- Explain the development of traditions, celebrations, and customs in the target culture(s)

10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Performance indicators...

- Identify settings where the language can be used
- Demonstrate the ability to find resources that relate to use and understanding of the language
- Demonstrate the ability to find resources that relate to the target culture(s)
- Communicate and reflect on interactions with members of the target culture(s)

11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Performance indicators...

- *Apply knowledge of language to personal, real world interests*
- *Self-evaluate acquired skills*
- *Reflect on acquired skills*

NAC 389.xxx~~[570-Foreign]~~ World Language: *Advanced-High*

Advanced-High Learners may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Performance indicators...

- *Exchange complex information about academic and professional tasks*
- *Exchange detailed information on topics within and beyond personal fields of interest*
- *Support personal opinions and construct hypotheses*

2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance indicators...

- *Easily understand detailed reports, and various viewpoints in extended arguments*
- *Understand narrative, descriptive, and informational texts of any length*

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Performance indicators...

- *Present and write about complex information on concrete topics*
- *Present and write about a viewpoint with supporting arguments*
- *Use appropriate presentational conventions*
- *Use appropriate written conventions for informal and formal purposes*

4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Performance indicators...

- *Analyze cultural practices and perspectives on a variety of social and work-related interactions*
- *Compare and contrast target culture(s) perceptions with external perceptions*
- *Examine and explain the effect of events in the target culture(s)' history on its contemporary practices and products*

5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Performance indicators...

- Identify examples of the target culture(s)' influence in historic and contemporary media and entertainment
- Critique the influence of the target culture(s) in literature, media, and global concerns

6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Performance indicators...

- Analyze and evaluate how geographic locations affect practices, perspectives, and products
- Cultivate personal perspectives in relation to historic contributions or controversies with supporting evidence

7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Performance indicators...

- Recognize authentic resources
- Interact with authentic resources
- Analyze, examine, and evaluate cultural products.
- Interpret perspectives unique to the target culture(s)

8. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Performance indicators...

- Use complex idiomatic expressions and language structures with increasing accuracy
- Identify or recognize dialects and register use from different regions, cultures, and contexts

9. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Performance indicators...

- Analyze the perspectives of the culture(s) studied as they are reflected in art and literature
- Explain the development of traditions, celebrations, and customs in the target culture

10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Performance indicators...

- Identify settings where the language can be used
- Demonstrate the ability to find resources that relate to use and understanding of the language
- Demonstrate the ability to find resources that relate to the target culture(s)
- Communicate and reflect on interactions with members of the target culture(s)

11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Performance indicators...

- *Apply knowledge of language to personal, real world interests*
- *Self-evaluate acquired skills*
- *Reflect on acquired skills*