Ohio's New Learning Standards: World Languages Grades 6-12

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Explanation of Ohio's New learning Standards for World Languages

The Communication Standard is broken down into three modes: Interpretive, Interpersonal and Presentational.

"Standards" describe what learners should know and be able to do as a result of an extended learning sequence.

Each Standard is broken down into Competency Statements.

"Competencies" describe what learners should know and be able to do at a specific point along the proficiency continuum.

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INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.	
6-8	**9-12**
1. Negotiate meaning using requests, clarifications and conversation strategies.	**1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.**
a. Use common expressions to make requests and seek clarification.	a. Use a range of expressions to make requests and seek clarification.
b. Ask and answer questions to clarify information.	b. Ask and answer a range of questions to seek or clarify information.
c. Rephrase a question or statement or provide additional details to clarify meaning.	c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
d. Observe or use basic nonverbal clues to help clarify meaning.	d. Observe or use more sophisticated nonverbal clues to help clarify meaning.
e. Use basic conversation strategies to steer interactions.	e. Use a variety of conversation strategies to steer interactions.

Each Competency is broken down into Process and Content Statements.

"Process and Content Statements" represent the knowledge and skills of each Competency.

COMMUNICATION STANDARD

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)

- **Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language.**
- **They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts.**
- **Learners derive meaning through the use of listening, viewing and reading strategies.**
- **Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.**

B. Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)

- **Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.**
- **Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.**

C. Presentational Communication (Speaking/Signing and Writing)

- **Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.**
- **Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression.**
- **Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.**

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INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.**	
6-8	**9-12**
1. Derive meaning from basic messages and texts using listening, reading and viewing strategies.	**1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.**
a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.	a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.	b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
c. Make use of print and digital resources to understand the meaning of new words and expressions.	c. Make use of print and digital resources to understand the meaning of new words and expressions.
d. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.	d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
e. Use knowledge of the situation, the purpose of communication or context cues to understand basic messages.	e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
f. Interpret gestures, intonation and tone to comprehend basic verbal and nonverbal messages.	f. Interpret gestures, intonation and tone to comprehend more detailed verbal and nonverbal messages.

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INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.**	
6-8	**9-12**
2. Identify how authentic sources convey viewpoints and use authentic sources critically.	**2. Analyze how authentic sources convey viewpoints and use authentic sources critically.**
a. Differentiate between authentic and non-authentic sources and examine the suitability of authentic sources for specific tasks.	a. Identify authentic sources and evaluate their suitability for specific tasks.
b. Recognize the viewpoint of an authentic source and determine who produced the text, when, why and for whom.	b. Explain the viewpoint of an authentic source by summarizing in some detail who produced the text, when, why and for whom.
c. Compare and demonstrate how different authentic sources treat the same topic, event or viewpoint.	c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
d. Use information and viewpoints from authentic sources to inform or enhance a basic conversation, presentation or expression of creativity.	d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.

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INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology. Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.	
6-8	**9-12**
3. Comprehend and interpret basic information in authentic messages and informational texts.	**3. Comprehend and interpret detailed information in authentic messages and informational texts.**
a. Follow simple, multistep instructions, directions and requests.	a. Follow complex instructions, directions and requests.
b. Answer basic questions about authentic messages and informational texts.	b. Provide more detailed answers to questions about authentic messages and informational texts.
c. Identify, sequence and classify people, places, things or events based on basic descriptions.	c. Identify, sequence and classify people, places, things or events based on detailed descriptions.
d. Identify and use the essential elements of written informational texts to summarize and relate the main idea and basic details.	d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.
e. Draw basic conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.	e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.
f. Use and share information from authentic sources to solve basic problems, complete basic tasks or reinforce concepts across the curriculum.	f. Synthesize information from authentic sources to solve more complex problems, complete multistep tasks or reinforce concepts across the curriculum.

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INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.**	
6-8	**9-12**
4. Comprehend and interpret basic information about the main idea and relevant details in authentic literary texts.	**4. Comprehend and interpret detailed information about the main idea and relevant details in authentic literary texts.**
a. Answer basic questions about literary texts.	a. Answer more detailed questions about literary texts.
b. Sequence events in literary texts.	b. Analyze the sequence of events in literary texts to understand how each event led to the next.
c. Provide basic descriptions of characters and settings that include some details.	c. Provide detailed descriptions of characters and settings.
d. Predict the outcomes of stories, fables and narratives.	d. Predict the outcomes of literary texts and justify the rationale for the predictions.
e. Demonstrate comprehension of literary texts through the creation of basic artistic and/or technology-enhanced representations.	e. Demonstrate comprehension of literary texts through the creation of somewhat more sophisticated artistic and/or technology-enhanced representations.
f. Demonstrate understanding by participating in moderated discussions about aspects of short literary pieces.	f. Relate texts to self, current or historical events or world issues through discussions, journaling and/or artistic or expressive representations.

INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.**	
6-8	**9-12**
g. Classify short literary pieces by genre and identify characteristics of those genre classifications.	g. Compare and contrast two or more literary selections that share the same topic, but represent different genres.

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INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.**	
6-8	**9-12**
1. Negotiate meaning using requests, clarifications and conversation strategies.	**1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.**
a. Use common expressions to make requests and seek clarification.	a. Use a range of expressions to make requests and seek clarification.
b. Ask and answer questions to clarify information.	b. Ask and answer a range of questions to seek or clarify information.
c. Rephrase a question or statement or provide additional details to clarify meaning.	c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
d. Observe or use basic nonverbal clues to help clarify meaning.	d. Observe or use more sophisticated nonverbal clues to help clarify meaning.
e. Use basic conversation strategies to steer interactions.	e. Use a variety of conversation strategies to steer interactions.

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INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.**	
6-8	**9-12**
2. Interact with others using culturally appropriate language and gestures on a range of familiar topics.	**2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**
a. Engage in greetings, introductions and leave-taking.	a. Engage in greetings, introductions and leave-taking.
b. Ask and answer simple and somewhat complex questions on personal and familiar topics.	b. Ask complex questions and provide detailed answers on a variety of topics.
c. Give and follow sequences of simple and somewhat more complex directions, requests or instructions to engage in a limited variety of social, educational and cultural tasks and activities.	c. Give and follow sequences of multistep directions, requests or instructions to engage in a variety of social, educational, cultural and work-related tasks and activities.
d. Share basic descriptions of people, places, things and events.	d. Share detailed descriptions of people, places, things and events.
e. Initiate, carry on and conclude increasingly complex conversations and interviews on a limited range of personal, general knowledge, academic and interdisciplinary topics and issues.	e. Initiate, sustain and conclude conversations, interviews and debates on a range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.
f. Use language to acquire basic goods, services or information.	f. Use language to acquire a variety of goods, services or information.

INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.**	
6-8	**9-12**
g. Provide basic information or services using knowledge of the target language and culture.	g. Provide more detailed information or a variety of services using knowledge of the target language and culture.
h. Collaborate to accomplish basic tasks or to propose solutions to common problems affecting local and global communities.	h. Collaborate to accomplish more sophisticated tasks or to propose solutions to more complex problems affecting local and global communities.

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INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.**	
6-8	**9-12**
3. Express preferences, feelings, emotions and opinions about a range of familiar topics.	**3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.**
a. Express basic feelings and emotions in reaction to an announcement, a surprise or an event.	a. Express a range of feelings and emotions in reaction to an announcement, a surprise or an event.
b. Ask and answer basic questions about feelings, emotions and preferences.	b. Ask and answer nuanced questions about feelings, emotions and preferences.
c. React to, exchange, compare and support basic preferences and opinions about familiar personal, academic and contemporary or historical topics.	c. Exchange, compare and justify preferences and opinions about personal, academic, professional and contemporary or historical topics.
d. Give basic advice to a peer or family member and consider how to adjust advice, if necessary, based on his/her emotional response or counterargument.	d. Advise peers, family members or coworkers on a problem or personal matter and adjust advice, if necessary, based on his/her emotional response or counterargument.

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PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.**	
6-8	**9-12**
1. Convey meaning using writing processes and presentation strategies.	**1. Convey increasingly sophisticated meaning using writing processes and presentation strategies.**
a. Plan basic texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.	a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
b. Organize thoughts and choose resources.	b. Organize thoughts and choose resources.
c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.	c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
d. Revise and edit texts/presentations using tools that focus attention and promote reflection on meaning, form and mechanics.	d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.	e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
f. Rehearse presentations using basic delivery strategies.	f. Rehearse presentations using a range of delivery strategies.
g. Use appropriate techniques to cite sources and avoid plagiarism.	g. Use appropriate techniques to cite sources and avoid plagiarism.

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PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.**	
6-8	**9-12**
2. Present information, concepts and viewpoints on a range of familiar topics from across disciplines.	**2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.**
a. Create and present basic lists and classifications.	a. Create and present more extensive lists and classifications.
b. Tell a personal story or anecdote that relates basic details.	b. Tell a more detailed personal story or anecdote.
c. Describe people, places, things, actions or ideas in basic terms to educate or entertain others.	c. Describe people, places, things, actions or ideas in detail to educate or entertain others.
d. Explain a basic process or concept.	d. Explain a more complex process or concept.
e. Provide or demonstrate basic rules, regulations and/or policies.	e. Provide or demonstrate more complex rules, regulations and/or policies.
f. Publicize an event, program or recent success by providing relevant details.	f. Publicize an event, program or recent success by providing more extensive details.
g. Recognize and name common products and services and advocate for or against them to an audience of peers and/or family members.	g. Advocate for and against the purchase or sale of products and/or services to a variety of audiences.

PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.**	
6-8	**9-12**
h. Motivate others to meet or exceed personal or shared goals.	h. Motivate others to meet or exceed personal or shared goals.
i. Propose solutions to basic issues or problems.	i. Propose solutions to a range of issues or problems.
j. Advise others about an option, idea, plan or perspective using a range of simple to somewhat more complex language.	j. Advise others about options, ideas, plans or perspectives using more complex language.
k. Create and present a basic opening statement or closing argument in support of or against an issue of shared concern.	k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.
l. Synthesize simple and somewhat more detailed interdisciplinary information and content to create and present basic reports, presentations and/or projects.	l. Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

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PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.	
6-8	**9-12**
3. Present basic literary, creative and artistic endeavors to audiences near or far.	**3. Present a range of literary, creative and artistic endeavors to audiences near or far.**
a. Recite or retell authentic short stories, folktales, poems and rhymes using appropriate gestures.	a. Recite or retell authentic stories, folktales, poems, rhymes and legends using appropriate gestures.
b. Dramatize or perform authentic songs, dances, skits or plays using appropriate gestures.	b. Dramatize or perform authentic songs, dances, skits, plays, monologues or scenes from literature using appropriate gestures.
c. Play music or produce an art/craft of the target culture and share basic information about it with others.	c. Play music or produce an art/craft of the target culture and share more detailed information about it with others.
d. Write and perform an original rhyme, story, poem, song, skit, dance or cartoon.	d. Write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue or play.
e. Use visuals and sound to enhance basic performances.	e. Use more sophisticated visuals and sound to enhance more elaborate performances.

CULTURES STANDARD

Cultures: Gain and use knowledge and understanding of other cultures.

- **Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).**
- **Students enhance their understanding by making cultural comparisons and developing cultural insights.**
- **The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.**
- **As they become globally competent citizens, students learn that language and culture are inextricably linked.**
- **As they participate in multilingual communities and various cultures at home and around the world in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.**

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CULTURES STANDARD: Gain and use knowledge and understanding of other cultures.	
Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.	
6-8	**9-12**
1. Identify, examine and describe relationships among products, practices and perspectives and compare them across cultures.	**1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.**
a. Recognize, identify, describe and demonstrate patterns of behavior.	a. Investigate, explain and demonstrate patterns of behavior.
b. Identify, examine and demonstrate how people meet their basic needs in different ways.	b. Analyze why people meet their basic needs in different ways and share findings with others.
c. Identify, examine and compare basic products, practices and perspectives of the U.S. and target cultures.	c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.
d. Identify, compare and show the availability and affordability of products and services across cultures.	d. Analyze and present factors that affect the availability and affordability of products and services across cultures.
e. Identify and name/list major institutions, contemporary and historical figures, contributions and time periods of the target culture(s).	e. Investigate and describe a variety of institutions, contemporary and historical figures, contributions and time periods of the target culture(s).

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PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.	
6-8	**9-12**
f. Recognize and identify simple examples of instances when languages and cultures have interacted with, influenced or changed each other over time.	f. Investigate and share how languages and cultures interact with, influence or change each other over time.
g. Identify and compare basic variations in products, practices and perspectives among and within target language communities.	g. Investigate and explain how a variety of factors results in regional variations in products, practices and perspectives among and within target language communities.
h. Recognize and identify cultural perspectives as they are portrayed in the media and other sources.	h. Examine cultural perspectives as they are portrayed in the media and other sources and share them with others.
i. Solve basic problems and complete simple tasks while learning to recognize and consider different cultural perspectives.	i. Solve more complex problems and complete more elaborate tasks while taking into consideration diverse cultural perspectives.
j. Recognize and identify global competency skills and relate them to possible career pathways.	j. Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
k. Develop global competency skills by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).	k. Hone global competency for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).

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PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. **Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.**	
6-8	**9-12**
2. Experience the target language and culture(s) and share information or personal reactions with others.	**2. Experience the target language and culture(s) and share information and personal reactions with others.**
a. Attend, view or participate in cross-cultural activities and target culture events.	a. Attend, view or participate in a variety of cross-cultural activities and target culture events.
b. Experience and react to expressive products.	b. Experience and react to a variety of expressive products.
c. Identify, examine, describe and create replicas of important objects, images and symbols.	c. Analyze, explain and create replicas of important objects, images and symbols.
d. Use authentic digital and print media.	d. Use authentic digital and print media.
e. Identify, classify and experience target community organizations and their resources.	e. Investigate and experience target community organizations and their resources.
f. Interact and collaborate with target language speakers around common interests.	f. Interact and collaborate with a variety of target language speakers around a variety of interests.
g. Identify and begin using appropriate levels of formality or informality when interacting with members of the target culture(s).	g. Use appropriate levels of formality or informality when interacting with members of the target culture(s).

PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.	
6-8	**9-12**
h. Develop an understanding that people in other cultures might view aspects of U.S. mainstream culture differently than the majority of U.S. residents view them.	h. Identify aspects of U.S. mainstream culture that might be viewed differently by people in other cultures from the way the majority of U.S. residents might view them and explain why people in different cultures might have differing viewpoints on a variety of issues.