

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**January 21, 2016**

**OFFICE OF ELEMENTARY EDUCATION AND READING**  
**OFFICE OF SECONDARY EDUCATION**

- G. Establish the 2016 Mississippi World Languages Framework  
(Has cleared the Administrative Procedures Act process with public comments)

**Executive Summary**

In an effort to closely align instruction for students who are progressing toward postsecondary study and the workforce, the Mississippi Department of Education has designed the *2016 Mississippi World Languages Framework*.

The 2016 Mississippi World Languages Framework describes what students should know and be able to do in world languages other than English. The framework outlines what students will need in preparation for life in a culturally diverse world. This document provides a structure that local districts, schools, and teachers can use to develop curriculum for comprehensive world language education leading students to acquire a high level of fluency in at least one language other than English.

In addition to modern language courses such as Spanish, French, German, Russian, Italian, Chinese, and Japanese, the document includes courses for Classical languages and for American Sign Language.

Recommendation: Approval

Back-up material attached

## APA Comments on 2016 Mississippi World Languages Framework

The Mississippi Department of Education received the following APA comments related to the *2016 Mississippi World Languages Framework*.

| Comment   | MDE Response        |
|---|---------------------|
| I like the new format, and the subtopics are much simpler to write and implement. Thanks for the hard work.   | No action required. |
| <p>Words fail me to express how pleased I am with the new framework. The new title reflects what we really teach: World Languages, not foreign languages.</p> <p>The addition of American Sign Language is also a huge success.</p> <p>I have students that are fluent in American Sign Language and would like to be recognized as bilingual, as well they should.</p> <p>I am looking forward to The Guide, and to the implementation of the new framework.</p> <p>Thank you!</p>   | No action required. |
| <p>I enjoyed getting a first glance at the new Mississippi World Language Frameworks at the Mississippi Foreign Language Association Fall Conference. I appreciate that it is being recognized that a foreign language classroom does not function like that of a traditional academic classroom, and that foreign language acquisition is different than learning in a Math, History, Science, or ELA class.</p> <p>I like the stream-lined frameworks. They make sense and I believe they will be easy to use. I look forward to having access to the interactive guide.</p> <p>My thanks to the committee members who have worked very hard on putting together a product that is intelligent and useable.</p> | No action required. |
| I think the document is very clear and captures well the essence of what students should know and be able to do at various stages of language development. I like the division among Modern Languages, Classical Languages, and ASL.  | No action required. |

## APA Comments on 2016 Mississippi World Languages Framework

| Comment   | MDE Response  |
|---|---|
| <p>Since the national standards are organized by proficiency/performance levels, you may want to consider something like:<br/>                     Instead of Level I: Novice Range<br/>                     Level 2: Novice High Range<br/>                     Level 3: Intermediate low range<br/>                     Level 4: Intermediate-mid range<br/>                     We are about to set proficiency targets for various programs so the above is just an approximation but it would move the document from traditional levels to proficiency/performance ranges.</p> | <p>No action required. This will be addressed through additional guidance and professional development.</p> |
| <p>Although the modes are mentioned, there are still many references to listening, reading, speaking and writing. If you want to include the traditional skill names, it may help to put Interpersonal (Listening and Speaking) Interpersonal (Writing and Reading) [I'll explain this later]; Interpretive (Listening and Reading), Presentational (Speaking and Writing).</p>   | <p>No action required. This will be addressed through additional guidance and professional development.</p> |
| <p>Page 4, Mission statement, line 5. I would change "appreciation" to "understanding." I think it's hard to measure, define, and assess "appreciation" and "understanding" may fit the bill better.</p>  | <p>Edits made to reflect comment.</p>   |
| <p>Page 4, Purpose, line 5. I think "fluency" is a dangerous word since it conjures up a certain connotation. I think "proficiency" may be a better word here.</p>  | <p>Edits made to reflect comment.</p>   |
| <p>Page 5, line 4. Same issue with "fluency." Line 5, I would change "taught" to "learned." The focus should be on the learning since we know that what is taught is not always learned.</p>  | <p>Edits made to reflect comment.</p>   |
| <p>Next paragraph, I love the statement about "respect for decision-making."</p>  | <p>No action required.</p>  |
| <p>Page 5, Standards, last line, I would change "students'" to "learners' needs." I think it fits better here to talk about learners.</p>   | <p>Edits made to reflect comment.</p>   |
| <p>Page 6, I think the use of the word "memorized" three times in the first few lines over-emphasizes the novice characteristic too much. Maybe change to "formulaic dialogues"</p>   | <p>Edits made to reflect comment.</p>   |

## APA Comments on 2016 Mississippi World Languages Framework

| Comment  | MDE Response   |
|--|--|
| Page 7, first paragraph, I would take out “narrate” as that is a function of the advanced level. I think “describe” captures what a year 2 student can do.   | Edits made to reflect comment.   |
| Page 9, first paragraph, the title of the National standards is now World-Readiness Standards for Language Learning.   | Edits made to reflect comment.   |
| Page 10, Interpersonal mode. Can also be direct writing and reading if done, for example, as text message and the other person has a chance to negotiate meaning. Something needs to be added about the fact that in interpersonal communication there is negotiation of meaning or an information gap so that people have to communicate. | No action required. This will be addressed through additional guidance and professional development. |
| Interpretive mode: most people are adding “viewing”  | No action required. This will be addressed through additional guidance and professional development. |
| Same page: Standards and Competencies: #2: I think “signing” was inadvertently left in.  | Edits made to reflect comment.   |
| Page 12: Interpersonal mode, same issue of adding “written” as well as “oral”  | No action required. This will be addressed through additional guidance and professional development. |
| Page 11, first line, “signed” left in again  | Edits made to reflect comment.   |
| I like what you did with the other goal areas!   | No action required.  |
| Page 22, Classical Languages, I think on Interpretive Reading at each level that the Latin teachers would agree that the students could answer questions in English and/or Latin and not just English.   | No action required. This will be addressed through additional guidance and professional development. |
| Page 23: Under #1 and #4 I think there is a lot of emphasis placed on issues of pronunciation and intonation. Since you didn’t stress this in the Modern Languages, I wonder if it needs to be stressed so much in Latin. I know the issues of being able to read the cadence of the poetry but I’m just asking the question.              | No action required. This will be addressed through additional guidance and professional development. |

**APA Comments on 2016 Mississippi World Languages Framework**

| <b>Comment</b> | <b>MDE Response</b> |
|----------------|---------------------|
| Great job!!    | No action required. |

## APA Comments on 2016 Mississippi World Languages Framework

**From:** Betty B. Kelly [<mailto:bkelly@prc.k12.ms.us>]

**Sent:** Thursday, November 05, 2015 4:27 PM

**To:** Limeul Eubanks <[LEubanks@mdek12.org](mailto:LEubanks@mdek12.org)>

**Subject:** MFL frameworks 2016

I like the new format, and the subtopics are much simpler to write and implement. Thanks for the hard work.

Betty Baker-Kelly  
Spanish  
Pearl River Central HS  
Carriere, MS

## APA Comments on 2016 Mississippi World Languages Framework

**From:** Monica Lamelas [<mailto:lamelasm@boonevilleschools.org>]  
**Sent:** Monday, November 09, 2015 3:17 PM  
**To:** Limeul Eubanks <[LEubanks@mdek12.org](mailto:LEubanks@mdek12.org)>  
**Subject:** 2016 MS World Languages Framework

Words fail me to express how pleased I am with the new framework. The new title reflects what we really teach: World Languages, not foreign languages.

The addition of American Sign Language is also a huge success.

I have students that are fluent in American Sign Language and would like to be recognized as bilingual, as well they should.

I am looking forward to The Guide, and to the implementation of the new framework.

Thank you!

Sincerely,

--

Monica Lamelas

## APA Comments on 2016 Mississippi World Languages Framework

**From:** Jamie Mattocks [<mailto:jamie.mattocks@lamarcountyschools.org>]  
**Sent:** Friday, November 13, 2015 8:49 AM  
**To:** Limeul Eubanks <[LEubanks@mdek12.org](mailto:LEubanks@mdek12.org)>  
**Subject:** Mississippi World Languages Frameworks

Mr. Eubanks,

I enjoyed getting a first glance at the new Mississippi World Language Frameworks at the Mississippi Foreign Language Association Fall Conference. I appreciate that it is being recognized that a foreign language classroom does not function like that of a traditional academic classroom, and that foreign language acquisition is different than learning in a Math, History, Science, or ELA class.

I like the stream-lined frameworks. They make sense and I believe they will be easy to use. I look forward to having access to the interactive guide.

My thanks to the committee members who have worked very hard on putting together a product that is intelligent and useable.

Jamie Mattocks, MEd.  
Oak Grove High School  
Hattiesburg, MS

--

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***Confidentiality Notice:*** This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Lamar County School District and the individual or entity to which it is addressed.



## APA Comments on 2016 Mississippi World Languages Framework

**From:** Virginia Gale Jolly [<mailto:galejolly72@hotmail.com>]

**Sent:** Monday, November 30, 2015 1:40 AM

**To:** Limeul Eubanks <[LEubanks@mdek12.org](mailto:LEubanks@mdek12.org)>

**Subject:** RE: [foreignlang] APA Comment Period: World Languages Framework

The new framework for foreign languages looks great.

## APA Comments on 2016 Mississippi World Languages Framework

**From:** Marty Abbott [<mailto:mabbott@actfl.org>]

**Sent:** Monday, November 30, 2015 10:54 AM

**To:** [lpierce@themsms.org](mailto:lpierce@themsms.org); Limeul Eubanks <[LEubanks@mdek12.org](mailto:LEubanks@mdek12.org)>

**Subject:** MS Standards

Lori and Limeul—

I'm trying to get my comments to you today on the standards because I know it's the deadline!!

Overall comments:

I think the document is very clear and captures well the essence of what students should know and be able to do at various stages of language development. I like the division among Modern Languages, Classical Languages, and ASL.

Since the national standards are organized by proficiency/performance levels, you may want to consider something like:

Instead of Level I: Novice Range

Level 2: Novice High Range

Level 3: Intermediate low range

Level 4: Intermediate-mid range

We are about to set proficiency targets for various programs so the above is just an approximation but it would move the document from traditional levels to proficiency/performance ranges.

Although the modes are mentioned, there are still many references to listening, reading, speaking and writing. If you want to include the traditional skill names, it may help to put Interpersonal (Listening and Speaking) Interpersonal (Writing and Reading) [I'll explain this later]; Interpretive (Listening and Reading), Presentational (Speaking and Writing).

Specific comments:

Page 4, Mission statement, line 5. I would change "appreciation" to "understanding." I think it's hard to measure, define, and assess "appreciation" and "understanding" may fit the bill better.

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Next paragraph, I love the statement about "respect for decision-making."

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Great job!!

Marty

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# 2016 MISSISSIPPI WORLD LANGUAGES FRAMEWORK



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

# Acknowledgements

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## Special Thanks to

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**Myra B. Gillis, Ph.D.**  
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## MISSION STATEMENT

Success in a pluralistic American society and in the broader world requires the ability to communicate successfully, both linguistically and culturally. The Mississippi Department of Education is dedicated to student success, including student achievement in world languages other than English. The mission of the Mississippi World Languages Framework Committee is to provide teaching standards that will ensure linguistic proficiency and cultural appreciation-understanding to enable students to function successfully in a global environment. More specifically, this curriculum framework provides structure to teach students to understand and be understood by people in other cultures, to act with greater awareness of self and of other cultures, to develop insight into their own language and culture, and to gain direct access to bodies of knowledge previously unavailable to them.

## PURPOSE

The *2016 Mississippi World Languages Framework* describes what students should know and be able to do in world languages other than English. The framework provides an outline of what students will need in preparation for life in a culturally diverse world. This document provides an outline that local districts, schools, and teachers can use to develop curriculum for comprehensive world language education leading students to acquire a high level of fluency-proficiency in at least one language other than English.

## USE OF THE FRAMEWORK

School districts should use the levels of study in this framework as a basis for course curriculum development. The curriculum should be designed to address the Standards and Competencies listed in the level of study. The framework is divided into three major sections that each have their own set of Standards and Competencies. Modern spoken language courses are included in the first section. These might include, but not be limited to Spanish, French, German, Russian, Italian, Chinese, or Japanese. Classical languages such as Latin are included in the second section. The third section includes American Sign Language.

In general, a first-year language course would follow the Standards and Competencies for Level 1; second-year courses would follow Level 2; third-year courses would follow Level 3; any courses at the fourth-year or above level would follow Level 4 or Advanced Placement content.

## CONTENT STRANDS AND CORRESPONDING GOALS OF WORLD LANGUAGE EDUCATION

The *2016 Mississippi World Languages Framework* is comprised of five content strands:

**Communication, Cultures, Connections, Comparisons, and Communities.** Each content strand contains its own specific standards and competencies. For the **Communication** strand, the Standards and Competencies are further divided to reflect different levels of fluency/proficiency that can be achieved in each year of language study. Generally, each level represents what can be ~~taught~~ learned in a typical course for which students receive one Carnegie Unit. These content strands and overarching goals are derived from the *World-Readiness Standards for Learning Languages* (2015) developed as a collaborative effort of the American Association of Teachers of Arabic (AATA), American Association of Teachers of French (AATF), American Association of Teachers of German (AATG), American Association of Teachers of Italian (AATI), American Association of Teachers of Japanese (AATJ), American Association of Teachers of Korean (AATK), American Association of Teachers of Spanish and Portuguese (AATSP), American Classical League (ACL), American Council of Teachers of Russian (ACTR), American Council on the Teaching of Foreign Languages (ACTFL), American Sign Language Teachers Association (ASLTA), Chinese Language Association of Secondary-Elementary Schools (CLASS), and National Council of Less Commonly Taught Languages (CLTA). The *World-Readiness Standards for Learning Languages* are published by the American Council on the Teaching of Foreign Languages (ACTFL).

With the identification of the goals of world language education, a comprehensive, specific vision of what students should know and be able to do in the target language is defined. The Goals and Standards in the five content strands serve as the basis for this framework. The Standards and the Competencies describe what to teach, not how to teach. Within the Communication Strand, the Standards and Competencies are level-specific. Respect for decision-making is maintained throughout the use of the framework. This framework serves as a guide for the development of specific curricula and instructional practices.

### STANDARDS

Standards describe what students should know and be able to do in the world language. The Standards are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. **The Standards and Competencies are required to be taught.** The order in which Standards are taught may be organized to accommodate students' learners' needs.

### COMPETENCIES

Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts at each level. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in a specific order. Multiple Competencies can and should be taught at the same time.



# LEVEL 1 (BEGINNING)

## DESCRIPTION OF LEVEL OF STUDY

This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. Often students participate in ~~memorized-formulaic~~ dialogues and respond with memorized answers to memorized questions. The emphasis is placed on the development of the skills of listening, speaking, reading, and writing at a basic level and within a given context, extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes exposure to everyday customs and lifestyles of the target cultures. Grammar and vocabulary are selected according to the functions and notions of the language used in the various contexts. A general introduction to the culture, its products (e.g., art, foods, laws, music, visual and print media), perspectives (e.g., meanings, attitudes, values, beliefs), and practices (e.g., patterns of social interaction) are integrated throughout Level 1. Students should acquire insight into how languages and cultures interrelate by comparing the target language and cultures to their own. Students should be curious about similarities and differences between the home and target culture. Students should provide examples of the relationship between language and culture and identify a few characteristics of the target culture as cultural patterns. Students should develop appropriate verbal behavior for different greeting and leave-taking routines; differentiate between familiar and polite forms of address; recognize some easily interpreted gestures; and gain awareness of the difference in demeanor in formal and informal social settings.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in the specific order in which they are presented. Multiple Competencies can and should be taught at the same time.

## LEVEL 2 (DEVELOPING)

### DESCRIPTION OF LEVEL OF STUDY

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students should participate in simple, real-life conversational situations that incorporate learned elements of the language and culture. Students should compose sentences, which ~~narrate~~, describe, compare, and summarize familiar topics from the target culture. Students should develop a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values of the target culture(s).

Level 2 is characterized by language behavior that moves from imitative to reflective (i.e., a more thoughtful rather than automatic response to a situation or question). Students should begin to respond in more complete and purposeful ways to meet their practical needs.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. Many of the Competencies are interrelated rather than sequential, which means that Competencies are not intended to be taught in the specific order in which they are presented. Multiple Competencies can and should be taught at the same time.

## LEVEL 3 (TRANSITIONING)

### DESCRIPTION OF LEVEL OF STUDY

Students should continue to expand their listening, speaking, reading, and writing skills as they access short literary texts, authentic materials, and media on familiar topics. Students should be able to initiate and maintain face-to-face communication in the target language. Students should continue to refine their knowledge and understanding of the target language and culture(s).

Level 3 is characterized by movement from reflective to interactive language behavior. Students should strive to act more independently in the target language to express thoughts.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. School districts may write additional Competencies based upon the needs of the students at the local level.

## LEVEL 4 (REFINING)

### DESCRIPTION OF LEVEL OF STUDY

This course is designed to enable and inspire students to augment their language skills for use in real-life applications in a global community. Students in all levels engage in similar activities pertaining to the *National World-Readiness Standards for ~~Language Learning~~ Learning Languages*; however, Level 4 students should demonstrate increasing sophistication in their use of language skills and cultural knowledge.

Level 4 is characterized by movement from interactive to initiative language behavior. Students should initiate and maintain communication using a variety of culturally and linguistically appropriate strategies.

Content strands include Communication, Cultures, Connections, Comparisons, and Communities. The Standards, printed in bold face type, may relate to one or more of the content strands and overarching goals, and may be combined and taught with other Standards throughout the school year. Standards provide a general outline of ongoing instruction, not isolated units, activities, or skills. The Competencies serve as a guide indicating how Standards can be fulfilled through a progression of content and concepts. School districts may write additional Competencies based upon the needs of the students at the local level.

# Modern Languages COMMUNICATION - LEVEL 1

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

## *Standards and Competencies:*

1. **Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.**
  - a. Engage in greetings and introductions.
  - b. Ask and answer a variety of simple questions.
  - c. Communicate basic information about myself and people I know.
  - d. Communicate basic information about everyday life.
  - e. Exchange information using texts, graphs, or pictures.
2. **Presentational Speaking – Present information orally *or signing* about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.**
  - a. Present information about myself and others.
  - b. Express likes, dislikes, and preferences.
  - c. Present information about daily activities and familiar items.
  - d. Present simple information based upon research.
3. **Presentational Writing – Write short messages and notes on familiar topics related to everyday life.**
  - a. Fill out simple forms with basic information.
  - b. Write about myself and others I know.
  - c. Write lists of daily activities.
  - d. Write about something I researched.

4. **Interpretive Listening – Understand spoken ~~or signed~~ words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.**
  - a. Understand simple courtesy phrases.
  - b. Recognize basic information in words and phrases.
  - c. Understand simple questions or statements.
  - d. Understand simple information presented in pictures and graphs.
  
5. **Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.**
  - a. Recognize words, phrases, and characters when associated with already known material.
  - b. Understand short, simple messages on familiar topics.
  - c. Understand the main idea of published materials.
  - d. Understand simple everyday notices in public places on familiar topics.

## Modern Languages COMMUNICATION - LEVEL 2

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

### *Standards and Competencies:*

1. **Interpersonal – Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions.**
  - a. Start and end conversations about familiar topics.
  - b. Use the language to meet basic needs in familiar situations.
  - c. Ask and answer questions, which demonstrate the ability to create rather than memorize. Request clarification, if needed.
  - d. Exchange information about daily activities, interests, and hobbies in multiple time frames.
2. **Presentational Speaking – Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic listeners.**
  - a. Talk about people, activities, events, and experiences in multiple time frames.
  - b. Describe upcoming plans.
  - c. Present songs, short skits, or dramatic scenes.
  - d. Explain rules and give multi-step instructions.
3. **Presentational Writing – Write briefly about most familiar topics and present information using connected sentences in various time frames.**
  - a. Write about people, activities, events, and experiences in various time frames.
  - b. Write questions to obtain information, such as a questionnaire or survey.
  - c. Write instructions about how to do or make something; give travel directions.
  - d. Write about researched topics and topics of interest in multiple time frames.

4. **Interpretive Listening – Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.**
  - a. Understand spoken questions or statements on everyday topics within a conversation.
  - b. Understand the basic purpose of a message.
  - c. Understand messages and announcements related to basic needs.
  - d. Understand the main topic of some overheard conversations.
  
5. **Interpretive Reading – Understand the main idea of texts related to everyday life and personal interests or studies.**
  - a. Understand printed captions, website descriptions, and ads with the help of pictures or graphs.
  - b. Understand messages related to topics of personal interest.
  - c. Identify simple information needed to complete forms.
  - d. Identify some information from news media.



## Modern Languages COMMUNICATION - LEVEL 3

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

### *Standards and Competencies:*

1. **Interpersonal Communication – Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences.**
  - a. Exchange information regarding past, present, and future events.
  - b. Pose more complex questions requiring more in-depth responses.
  - c. Request, clarify, and suggest/supply alternative vocabulary and directions in various settings.
  - d. Start, maintain, and end conversations on a variety of familiar topics and personal preferences.
  - e. Provide/exchange information to handle a variety of tasks and complications.
2. **Presentational Speaking – Present generally organized information on familiar and researched topics as well as some time-specified events and experiences.**
  - a. Present information about common interests, issues, and research.
  - b. Present personal points of view and supporting reasons.
  - c. Retell or paraphrase selections from literature, videos, or music.
3. **Presentational Writing – Write on familiar topics in connected, coherent sentences or simple, logical paragraphs.**
  - a. Compose messages, announcements, or communication for public distribution.
  - b. Write short reports about a researched topic.
  - c. Write about academic or career topics.

4. **Interpretive Listening – Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overheard conversations when something unexpected is expressed.**
  - a. Understand basic information and details in ads, announcements, and simple recordings.
  - b. Understand straightforward information, interactions, and messages related to everyday life.
  - c. Understand the main idea of what is heard when listening for personal enjoyment.
  
5. **Interpretive Reading – Understand the main ideas of texts relating to everyday life and personal interests as well as understand stories’ descriptions about events and experiences.**
  - a. Understand simple personal questions, events, and/or experiences.
  - b. Understand basic information in ads, announcements, and instructions when accompanied by visuals.
  - c. Understand the main ideas of personal readings.
  - d. Understand the main idea and a few facts about famous/historic people and events.

## Modern Languages COMMUNICATION - LEVEL 4

Communicating in languages other than English is at the core of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. There are three modes of communication: Interpersonal, Interpretive, and Presentational.

- **The Interpersonal Mode** is direct oral communication between individuals. The Interpersonal Mode incorporates the productive abilities of speaking and writing and the receptive abilities of listening and reading. This mode serves to promote the gaining of knowledge of cultural perspectives that govern interactions between individuals of different ages and backgrounds; furthermore, it recognizes that languages and cultures use different patterns of interaction and communication.
- **The Interpretive Mode** concentrates on the aspect of communication that focuses primarily on the receptive abilities of oral or written messages. This mode improves ability to analyze and compare content and assess linguistic and cultural differences.
- **The Presentational Mode** is productive oral or written communication. This mode focuses primarily on the productive abilities of speaking, writing, and presenting. Knowledge of cultural perspective governs interactions either between a speaker or writer and his/her audience.

### *Standards and Competencies:*

1. **Interpersonal – Participate in conversations on familiar topics, talk about oneself, and handle some complicated social interactions in everyday life situations using sentences and series of sentences.**
  - a. State and support views and take an active part in conversations.
  - b. Exchange detailed information in areas with fields of mutual interest.
  - c. Support a point of view clearly and precisely.
  - d. Discuss some complex information in debates or meetings.
2. **Presentational Speaking – Deliver detailed presentations in various time frames, usually with accuracy, clarity, precision, and support, on a variety of topics.**
  - a. Describe personal experiences and interests with accuracy, clarity, and precision.
  - b. Present a viewpoint with research supported arguments on an issue.
  - c. Narrate literature, videos, or music and describe the reactions with detail and clarity.
  - d. Describe events with detail and clarity using different time frames.
3. **Presentational Writing – Write on a wide variety of familiar topics using short, connected paragraphs with many details.**
  - a. Write communications on issues of personal and community interest.
  - b. Write reports about familiar topics using short, connected paragraphs with many details.
  - c. Write narratives in various time frames using short, connected paragraphs with many details.
  - d. State point of view on an issue with research supported arguments using short, connected paragraphs with many details.

4. **Interpretive Listening – Understand the main idea and many supporting details in conversations, presentations, and messages on topics of personal and general interest.**
  - a. Understand the main idea and many details in ads, announcements, and other simple recordings.
  - b. Understand the main idea and many details of popular genres.
  - c. Understand the main idea and many details from discussions and interviews on familiar topics.
  - d. Understand many complex directions and instructions on everyday tasks.
  
5. **Interpretive Reading – Understand the main idea and many supporting details in texts on a variety of topics of personal and general interest, as well as the main idea and some details in texts on unfamiliar topics.**
  - a. Understand the main idea and many details on familiar topics when reading for enjoyment and information.
  - b. Understand the main idea and some details on unfamiliar topics when reading for enjoyment and information.
  - c. Understand the main idea and many details about famous and historic people and events.
  - d. Understand the main idea and some details in narratives, literary selections, and other types of texts when reading for enjoyment and information.

## Modern Languages CULTURES

The acquisition of another language focuses on how language and culture interact. This interaction enables the student to reflect on cultural patterns and consequently, gain insight into their own language and culture. Through the study of the target language, students examine the relationship amongst products, practices, and perspectives of the culture studied, thus empowering them to engage in direct interaction with members of other cultures. Culture reflects the philosophical perspectives, the behavioral practices, and the products (both tangible and intangible) of a society.

Culture may be understood to include three aspects of a society:

- **Practices** are patterns of socially accepted behavior and deal with aspects of culture (e.g., rites of passage, forms of discourse, social “pecking order,” and use of space).
- **Products** are required or justified by the underlying beliefs and values of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, a statue, etc.) or intangible (e.g., an oral tale, a dance, a sacred ritual).
- **Perspectives** are also justified by the underlying beliefs and values of the culture studied. Perspectives are intangible (e.g., attitudes, values, ideas).

**Goal: Interact with cultural competence and understanding.**

### *Standards*

1. **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.
2. **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.

## Modern Languages CONNECTIONS

Connecting with other disciplines generates learning through additional bodies of knowledge provided by language learning that is not available to monolingual English speakers. Concepts presented in other disciplines are the basis for continued learning in the world language class. Language used in this manner helps students integrate what they have learned in other content areas with the material they learn in the target language. This holistic system shifts from teacher-directed to student-directed learning since the students use their developing language skills to go beyond the classroom setting and become life-long language learners.

- By working **Across Disciplines**, students reinforce and further their knowledge of multiple disciplines through the world language.
- Through **Added Perspectives**, language learners broaden the sources of information available to them.

**Goal: Connect with other areas' disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.**

### *Standards*

1. **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.**
2. **Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

## Modern Languages COMPARISONS

Comparing different languages and cultures develops a broader worldview.

- Learning the linguistic elements in the new **Language** impacts the students' abilities to examine their own language and to develop hypotheses about the structure and use of languages.
- As students expand their knowledge of **Cultures** through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own cultures.

**Goal: Develop insight into the nature of language and culture in order to interact with cultural competence.**

### *Standards*

1. **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.
2. **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.

## Modern Languages COMMUNITIES

The use of the foreign language in the community and familiarity with the products and practices of the target culture foster cross-cultural understanding and enrich the community.

- Students come to realize the **Practical Applications** inherent in knowing other languages as a tool for communication.
- Students who study a language can use their skills to further **Personal Enrichment** by accessing various entertainment and information sources available to speakers of other languages.

**Goal: Communicate and interact with cultural competence in order to participate in multilingual communities or at home and around the world.**

### *Standards*

1. **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.**
2. **Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**



# Classical Languages COMMUNICATION - LEVEL 1

Communication in classical languages (Latin) acknowledges the importance of the three modes of communication, that is, Interpersonal, Interpretive, and Presentational modes. Since the written messages of the ancient world are the major sources of knowledge of the Roman language, a greater emphasis is given to reading as the primary form of communication in a classical Latin class. However, Latin was once a living language, widely spoken throughout the world and continues to influence the English language today. To hear and speak the sounds of Latin, to imitate the cadence of spoken Latin in poetry and song, and to write sentences in Latin are also important aspects in the study of the language in that they help to contribute to the improvement of reading in Latin.

## ***Standards and Competencies:***

1. **Interpersonal – Students can correctly use and pronounce authentic Latin phrases commonly used in English.**
  - a. Students listen and reproduce sounds of Latin correctly.
  - b. Recognize and appropriately use Latin phrases and expressions in modern-day English.
2. **Presentational Speaking – Students use Latin orally as part of the language learning process.**
  - a. Students sing or recite passages in Latin modeling correct pronunciation.
  - b. Students read out loud in Latin modeling correct pronunciation.
3. **Presentational Writing – Students use written Latin as part of the language learning process.**
  - a. Students can translate simple sentences from Latin to English and from English to Latin.
  - b. Students can appropriately use Latin phrases and expressions in their own writing.
4. **Interpretive Listening – Understand spoken words, phrases, and simple sentences related to topics studied and vocabulary learned.**
  - a. Students can respond appropriately to simple commands, statements, questions, or non-verbal stimuli in Latin.
  - b. Students recognize the sounds of Latin.
5. **Interpretive Reading – Understand written words, phrases, and simple sentences related to topics studied and vocabulary learned.**
  - a. Students recognize Latin roots in English words to enhance their intuitive understanding of meaning.
  - b. Students demonstrate understanding of simple Latin texts by answering questions in English.

## Classical Languages COMMUNICATION - LEVEL 2

Communication in classical languages (Latin) acknowledges the importance of the three modes communication, that is, Interpersonal, Interpretive, and Presentational modes. Since the written messages of the ancient world are the major sources of knowledge of the Roman language, a greater emphasis is given to reading as the primary form of communication in a classical Latin class. However, Latin was once a living language, widely spoken throughout the world and continues to influence the English language today. To hear and speak the sounds of Latin, to imitate the cadence of spoken Latin in poetry and song, and to write sentences in Latin are also important aspects in the study of the language in that they help to contribute to the improvement of reading in Latin.

### *Standards and Competencies:*

1. **Interpersonal – Students use their knowledge of Latin to enhance their communication skills in English.**
  - a. Students reproduce spoken Latin with emphasis on correct vowel quality and stressed syllables.
  - b. Students recognize and appropriately use Latin phrases and expressions in modern-day English.
2. **Presentational Speaking – Students use Latin orally as part of the language learning process.**
  - a. Students sing or recite passages in Latin modeling correct pronunciation.
  - b. Students read out loud from authentic or adapted Latin texts modeling correct pronunciation.
3. **Presentational Writing – Students use written Latin as part of the language learning process.**
  - a. Students can translate longer and more complex sentences from Latin to English and from English to Latin.
  - b. Students can appropriately use Latin phrases and expressions in their own writing.
4. **Interpretive Listening – Understand spoken words, phrases, and simple sentences related to topics studied and vocabulary learned.**
  - a. Students can respond appropriately to increasingly complex commands, statements, questions, or non-verbal stimuli in Latin.
  - b. Students recognize the sounds and can identify correct intonation of Latin.
5. **Interpretive Reading – Understand written words, phrases, and simple sentences related to topics studied and vocabulary learned.**
  - a. Students recognize Latin roots in English words to enhance their intuitive understanding of meaning.
  - b. Students demonstrate understanding of authentic and adapted Latin texts by answering questions in English.

## Classical Languages COMMUNICATION - LEVEL 3/4

Communication in classical languages (Latin) acknowledges the importance of the three modes communication, that is, Interpersonal, Interpretive, and Presentational modes. Since the written messages of the ancient world are the major sources of knowledge of the Roman language, a greater emphasis is given to reading as the primary form of communication in a classical Latin class. However, Latin was once a living language, widely spoken throughout the world and continues to influence the English language today. To hear and speak the sounds of Latin, to imitate the cadence of spoken Latin in poetry and song, and to write sentences in Latin are also important aspects in the study of the language in that they help to contribute to the improvement of reading in Latin.

### ***Standards and Competencies:***

1. **Interpersonal – Students use their knowledge of Latin to enhance their communication skills in English.**
  - a. Students read Latin prose and poetry aloud with attention to such features as meter, meaningful phrase grouping, and appropriate voice inflection.
  - b. Students recognize and appropriately use Latin phrases and expressions in modern-day English.
2. **Presentational Speaking – Students use Latin orally as part of the language learning process.**
  - a. Students sing or recite passages in Latin modeling correct pronunciation.
  - b. Students read out loud from authentic Latin texts modeling correct pronunciation.
3. **Presentational Writing – Students use written Latin as part of the language learning process and can paraphrase and translate content.**
  - a. Students can translate longer and more complex passages from Latin to English and from English to Latin.
  - b. Students can appropriately use Latin phrases and expressions in their own writing.
4. **Interpretive Listening – Understand spoken words, phrases, and simple sentences related to topics studied and vocabulary learned.**
  - a. Students can respond appropriately to increasingly complex commands, statements, questions, or non-verbal stimuli in Latin.
  - b. Students recognize and produce the sounds and correct intonation of Latin.
5. **Interpretive Reading – Understand written words, phrases, and simple sentences related to topics studied and vocabulary learned.**
  - a. Students recognize Latin roots in English words to derive meaning of unfamiliar words or explain the etymology of familiar words.
  - b. Students demonstrate understanding of authentic Latin texts by answering questions in English.

## Classical Languages CULTURE

Students gain and use knowledge and understanding of Roman culture through their study of Latin. As they become globally competent citizens they learn that language and culture are inextricably linked. As they participate in multilingual communities and in various cultures at home and around the world in person and through technology, they come to understand the influence and contributions of Roman culture on the development of modern society.

### *Standards and Competencies:*

1. Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.
2. Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

## Classical Languages CONNECTIONS

Connecting with other disciplines generates learning through additional bodies of knowledge provided by language learning that is not available to monolingual English speakers. Concepts presented in other disciplines are the bases for continued learning in the foreign language class.

### *Standards and Competencies:*

1. Students reinforce and further their knowledge of other disciplines through their study of Latin.
2. Students acquire information and recognize distinct viewpoints that are only available through studying another language.

## Classical Languages COMPARISONS

Through the comparison of Latin and English, students develop a better understanding of how to use their own language and apply cultural knowledge to develop a broader world view.

### *Standards and Competencies:*

1. Students recognize the Latin roots of English words and use this knowledge to broaden their understanding of word meaning and to develop a larger active vocabulary.
2. Students can apply their knowledge of Latin grammar to English to improve their communication skills.
3. Students can recognize historical patterns beginning in ancient Rome and continuing into modern-day and use this knowledge to understand the influences of the past on the present.

## Classical Languages COMMUNITIES

Because of the historical value of studying the ancient world, the study of Latin enables students to connect with the global community of Latin scholars. The study of Latin creates a solid basis for the in-depth study of archaeology, history, music, literature, religion, and other liberal arts.

### *Standards and Competencies:*

1. Students develop relationships with individuals or organizations that support the study of Latin and Roman culture.
2. Students use Latin to enhance their development in personal areas of interest.

# American Sign Language

## COMMUNICATION - LEVEL 1

Communication in American Sign Language (ASL) acknowledges the importance of the three modes of communication: Interpersonal, Presentational, and Interpretive. ASL incorporates the use of variety of registers and ASL discourse, use of space, and cultural considerations that affect communication. The primary goal of ASL study for both heritage and new learners is to develop the language and culture skills to effectively communicate and interact with native users.

### ***Standards and Competencies:***

- 1. Interpersonal Communication – Converse in ASL on very familiar topics using a variety of words and phrases that have been practiced and memorized.**
  - a. Engage in greetings and introductions.
  - b. Ask and answer a variety of simple questions.
  - c. Communicate basic information about myself and people I know.
  - d. Communicate basic information about everyday life.
  
- 2. Presentation in ASL – Present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions in American Sign Language.**
  - a. Present information about others and myself.
  - b. Express likes, dislikes, and preferences.
  - c. Present information about daily activities and familiar items.
  - d. Present simple stories.
  
- 3. Interpretive Receptive Skills – Understand words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said in ASL.**
  - a. Understand simple courtesy phrases.
  - b. Recognize basic information in words and phrases.
  - c. Understand simple questions or statements.
  - d. Experience stories, such as handshape stories, following cultural features.



# American Sign Language

## COMMUNICATION - LEVEL 2

Communication in American Sign Language (ASL) acknowledges the importance of the three modes of communication: Interpersonal, Presentational, and Interpretive. ASL incorporates the use of variety of registers and ASL discourse, use of space, and cultural considerations that affect communication. The primary goal of ASL study for both heritage and new learners is to develop the language and culture skills to effectively communicate and interact with native users.

### ***Standards and Competencies:***

1. **Interpersonal Communication – Converse and exchange information in ASL about familiar topics using signed phrases and simple sentences, sometimes supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions.**
  - a. Use the language to meet basic needs in familiar situations.
  - b. Ask for and give simple directions.
  - c. Exchange personal information by asking and answering questions which demonstrate the ability to create rather than memorize.
  - d. Converse and interact with others in everyday situations asking for clarification or visuals as needed.
  - e. Make plans with others.
2. **Presentation in ASL – Present basic information on familiar topics using signed phrases and simple sentences with enough accuracy in ASL to be understood by peers.**
  - a. Give instructions on how to make or do something.
  - b. Tell about a familiar experience or event.
  - c. Share information about myself, my family, friends, my school, and my activities.
  - d. Present information about the activities, likes, dislikes, and basic biographical information of others.
  - e. Present stories, including handshape stories.
3. **Interpretive Receptive Skills – Understand the main idea and recognize pieces of information in short, simple messages and presentations on familiar topics in ASL.**
  - a. Understand spoken questions or statements on everyday topics.
  - b. Understand the basic purpose of a message.
  - c. Understand messages and announcements related to basic needs.
  - d. Understand the main topic of some overheard conversations.

# American Sign Language

## COMMUNICATION - LEVEL 3

Communication in American Sign Language (ASL) acknowledges the importance of the three modes of communication: Interpersonal, Presentational, and Interpretive. ASL incorporates the use of variety of registers and ASL discourse, use of space, and cultural considerations that affect communication. The primary goal of ASL study for both heritage and new learners is to develop the language and culture skills to effectively communicate and interact with native users.

### ***Standards and Competencies:***

1. **Interpersonal Communication - Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences in ASL.**
  - a. Exchange information regarding past, present, and future events.
  - b. Pose more complex questions requiring more in depth responses.
  - c. Request, clarify, and suggest/supply alternative vocabulary and directions in various settings.
  - d. Start, maintain, and end conversations on a variety of familiar topics and personal preferences.
  - e. Provide/exchange information to handle a variety of tasks and complications.
2. **Presentation in ASL - Present generally organized information on familiar and researched topics as well as some time-specified events and experiences with the use of ASL.**
  - a. Present information about common interests, issues, and research.
  - b. Present personal points of view and supporting reasons.
  - c. Retell or paraphrase selections from literature, videos, or music.
3. **Interpretive Receptive Skills - Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overheard conversations when something unexpected is expressed in ASL.**
  - a. Understand basic information and details in vlogs (videos as blogs), announcements, and simple video recordings.
  - b. Understand straightforward information, interactions, and messages related to everyday life.
  - c. Understand the main idea of what is signed when listening for personal enjoyment.

# American Sign Language

## COMMUNICATION - LEVEL 4

Communication in American Sign Language (ASL) acknowledges the importance of the three modes of communication: Interpersonal, Presentational, and Interpretive. ASL incorporates the use of variety of registers and ASL discourse, use of space, and cultural considerations that affect communication. The primary goal of ASL study for both heritage and new learners is to develop the language and culture skills to effectively communicate and interact with native users.

### ***Standards and Competencies:***

1. **Interpersonal Communication – Communicate fully point of view on a variety of familiar and complex topics in formal and informal settings with ASL. Talk in detail and in an organized way about events and experiences in various time frames. Develop hypotheses on topics of particular interest or personal expertise.**
  - a. Handle a complication or unexpected turn of events.
  - b. Exchange detailed information on topics within and beyond my fields of interest.
  - c. Support my opinion clearly and precisely and construct hypotheses.
  - d. Discuss complex information in debates or meetings.
  
2. **Presentation in ASL – Deliver in various time frames detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some fields of expertise.**
  - a. Present complex information on many concrete topics and related issues based upon research.
  - b. Present a viewpoint with research-supported arguments on a complex issue.
  - c. Use appropriate presentational conventions and strategies.
  - d. Give a clearly articulated and well-structured presentation on a complex topic or issue.
  
3. **Interpretive Receptive Skills – Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. Follow stories and descriptions of some length in various time frames. Understand information presented in most genres, even when not familiar with the topic. Follow sometimes extended arguments and different points of view in ASL.**
  - a. Understand the main idea and many details of descriptions or interviews.
  - b. Understand the main idea of popular genres.
  - c. Understand accounts of events.
  - d. Understand directions and instructions on everyday tasks.
  - e. Understand various points of view in extended arguments.

## American Sign Language CULTURES

Interact with cultural competence and understanding of Deaf culture since many Deaf individuals have bicultural bond since they function in both American culture and Deaf culture. ASL study will introduce literature in a variety of genres and description of Deaf experience through art.

### *Standards and Competencies:*

1. **Relating Cultural Practices to Perspectives:** Learners use ASL to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2. **Relating Cultural Products to Perspectives:** Learners use ASL to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied and Hearing American culture.

## American Sign Language CONNECTIONS

Connect using ASL with other disciplines to acquire information and diverse perspectives to function in academic and career-related situations incorporating vocabulary and concepts. ASL study will allow students to view variety of sources intended for native users with interest and ability to analyze.

### *Standards and Competencies:*

1. **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using ASL to develop critical thinking and to solve problems creatively.
2. **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through ASL and Deaf culture.

## American Sign Language COMPARISONS

Develop insight into the nature of language and culture. Students will recognize that ASL is not a signed version of English or any other language. Instead, they will find that ASL possesses a complex set of linguistic features foreign to most spoken languages, including the use of physical space as an aspect of grammar and syntax. The visual nature of ASL requires thinking, seeing, and communicating in a three-dimensional fashion by using space, directionality, and other features.

### *Standards and Competencies:*

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

## American Sign Language COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world by encountering perspectives, practices, and products that compare to those in their own cultures.

### *Standards and Competencies:*

1. **School and Global Communities:** Learners use ASL both within and beyond the classroom to interact and collaborate in their community and the globalized world.
2. **Lifelong Learning:** Learners set goals and reflect on their progress in using ASL.

## Advanced Placement (AP) Courses

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses). In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture.

The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners, are foundational to AP World Languages and Cultures courses.

For more information on available AP courses, please visit <http://apcentral.collegeboard.com/home>.