

WORLD LANGUAGES

Language and communication are at the heart of the human experience, whether communication occurs face-to-face, in writing, or through the arts and media. Maine public school graduates must have the linguistic and cultural skills to communicate successfully in a pluralistic society at home and abroad. The need to understand and communicate with other peoples of the world is more urgent today than a decade ago because of the forces of globalization. All students will develop a level of proficiency in at least one language other than English. To succeed, all students must study language and culture in an integrated fashion, beginning in the early elementary grades and extending through their school experience. A PK-Diploma structure in all schools is foundational to the State vision for world languages

The organizing principle in today's World Language classrooms is communication, which highlights *how* (grammar) and *what* (vocabulary and content), as well as *why, to whom, and when* (social and cultural aspects of language). While grammar and vocabulary remain essential tools for communication, learning to use a second language in meaningful and appropriate ways is the ultimate goal of world language instruction. In the study of classical languages such as Latin or ancient Greek, proficiency will emphasize the ability to understand the written language over oral communication, and to recognize the linguistic and historical importance of the language and the people who spoke it.

Differentiation and Commonality Among World Languages – The World Languages Standards outline both common and unique descriptors for classical and modern languages. Distinctions between modern and classical languages are identified only where necessary to acknowledge significant differences in communication modes and resources. In addition, the performance indicators and descriptors of modern languages include American Sign Language (ASL).

For instruction in ASL, it may be necessary to adapt some performance indicators and/or descriptors. In a few instances, it may be necessary to omit some descriptors.

Multiple Entry Points - Throughout the standards for World Languages, the sequence of performance indicators is based on a PK-Diploma sequence of study of mainly cognate languages (languages that contain words from two languages that are similar in spelling and meaning or sound and meaning). Some students may elect to participate in the study of more than one world language. In these instances it is important to recognize that the PK-Diploma grade span represents a continuum of learning. Students who begin a language later in the PK-Diploma sequence of study and students who study a non-cognate language may not be able to reach the highest level performance indicators (9-Diploma) without additional immersion experiences or a heritage language background. Students beginning additional foreign languages at grade 9 or above should not be held accountable for performance indicators at this level. Rather, the instruction will need to be aligned to the appropriate PK-Diploma level of proficiency for the students and advance from that point.

Instruction and Support in the Target Language - All performance indicators for modern languages, with the exception of one (A4), are to be accomplished in the target language. Students engaged in a sequential PK-Diploma modern language program will have developed the knowledge and skills necessary to communicate basic understandings for all performance indicators using target language at a level appropriate to the grade span. Proficiency in the study of classical languages, such as Latin or ancient Greek, emphasizes the ability to understand written language over

oral communication although oral communication remains a component. Accordingly, performance indicators A2, A4, B1, B2, B3, C1, C2 and D1 may be accomplished in the target language or English.

Level of Discourse – Standard A outlines the end of grade span proficiencies for communication skills. The document assumes that as students learn the knowledge and skills outlined in Standards B, C, and D, they will do so by developing/using communication skills appropriate to their grade span. By the end of the grade span, students should be able to demonstrate their proficiency of the standards and performance indicators related to Standards B, C, and D using communication skills appropriate for the end of their grade span.

OUTLINE OF WORLD LANGUAGES STANDARDS AND PERFORMANCE INDICATORS

A. Communication

1. Interpersonal
2. Interpretive
3. Presentational
4. Language Comparisons

B. Cultures

1. Practices and Perspectives
2. Products and Perspectives
3. Comparisons with Own Culture

C. Connections

1. Knowledge of Other Content Areas
2. Distinctive Viewpoints

D. Communities

1. Communities

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

A. Communication: Students communicate in the target language.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>A1 <i>Interpersonal</i></p> <p>(L) = Link to future supporting information</p>	<p>Students engage in simple interactions to provide and obtain information using single words or learned phrases.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Use some culturally and age appropriate <i>courtesy expressions</i>. (L) b. Participate in brief <i>guided exchanges</i> related to likes and dislikes. (L) c. Make age-appropriate introductions of classmates, family members, and friends. d. Ask and answer simple 	<p>Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Recognize and use <i>appropriate forms of address</i> and <i>courtesy expressions</i> in a variety of situations. (L) b. Ask and answer simple questions regarding familiar activities. c. Give and respond to simple oral/signed directions and commands, and make routine requests in the classroom. (L) <p><u>Modern only</u></p> <ul style="list-style-type: none"> d. Participate in brief guided conversations related to needs, interests, likes, dislikes, and <i>states of being</i>. e. Express basic agreement and disagreement. 	<p>Students engage in simple conversations to provide and obtain information, and to express feelings and emotions by creating simple sentences and/or strings of sentences. Modern Language students use pronunciation and <i>intonation</i> patterns, or appropriate facial expressions and non-manual markers (ASL) that are comprehensible to speakers accustomed to interacting with language learners.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions on familiar topics using sign language or orally and in writing. <p><u>Modern only</u></p> <ul style="list-style-type: none"> b. Participate in conversations on a variety of everyday topics and to meet personal needs. (L) c. Give and respond to directions and commands using sign language or orally and in writing. (L) 	<p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Modern Language students use pronunciation and <i>intonation</i> patterns, or appropriate facial expressions and non-manual markers (ASL) that would be comprehensible to a <i>native speaker</i> accustomed to interacting with language learners.</p> <p><u>Modern only</u></p> <ul style="list-style-type: none"> a. Interact in a variety of social situations. b. Provide and exchange detailed information on familiar topics using sign language or orally and in writing. c. Describe and explain <i>states of being</i> and feelings using sign language or orally and in writing.

	<p>learned questions. (L)</p>		<p><u>Classical only</u> d. Exchange information in writing about familiar topics. (L)</p>	<p>d. Express agreement and disagreement using sign language or orally and in writing, supporting opinions with simple reasoning.</p> <p><u>Classical only</u> e. Exchange information in writing on identified topics. (L)</p>
<p>A2 Interpretive</p> <p>For classical languages only, the 6-8 and 9-diploma indicators may be accomplished in the target language, English or a combination of the two.</p> <p><i>(L) = Link to future supporting information</i></p>	<p>Students comprehend and respond to simple spoken/signed language in a classroom setting.</p> <p><u>Modern and Classical</u></p> <p>a. Respond to simple oral/signed directions, commands, and routine requests in the classroom. (L)</p> <p>b. Demonstrate comprehension of oral/signed descriptions by identifying people and objects. (L)</p>	<p>Students comprehend and respond to simple signed or spoken and written language in <i>familiar contexts</i>.</p> <p><u>Modern only</u></p> <p>a. Comprehend isolated words, phrases and simple sentences in familiar print materials. (L)</p> <p>b. Respond to simple written directions. (L)</p> <p>c. Respond to oral/signed directions, commands, and routine requests. (L)</p> <p>d. Demonstrate comprehension of oral/signed and written descriptions by identifying people and objects. (L)</p> <p><u>Classical only</u></p> <p>e. Identify people and objects based on written</p>	<p>Students comprehend and respond to brief conversations, narratives, and recorded material in <i>familiar contexts</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Demonstrate comprehension of short narrative texts. (L)</p> <p><u>Modern only</u></p> <p>b. Identify main ideas, topics, and some details from simple signed or oral and written texts or passages. (L)</p> <p><u>Classical only</u></p> <p>c. Identify main ideas, topics, and some details from simple written texts</p>	<p>Students comprehend and respond to conversations, narratives, and recorded material in <i>familiar contexts</i> that are longer and/or more complex than those in the 6-8 grade span.</p> <p><u>Modern and Classical</u></p> <p>a. Identify main ideas, topics and some specific information in a variety of <i>authentic</i> written/signed <i>materials</i>. (L)</p> <p><u>Modern only</u></p> <p>b. Demonstrate comprehension of <i>authentic</i> short narratives and/or films. (L)</p> <p>c. Identify main ideas,</p>

		<p>descriptions.</p> <p>f. Demonstrate comprehension of simple texts.</p>		<p>topics and some specific information in a variety of <i>authentic</i> oral/signed <i>materials</i>. (L)</p> <p><u>Classical only</u></p> <p>d. Demonstrate comprehension of <i>authentic texts</i>.</p> <p>e. Interpret the author's use of <i>literary devices</i> evident in prose and poetry.</p>
<p>A3 Presentational</p> <p><i>(L) = Link to future supporting information</i></p>	<p>Students use memorized words or phrases and visuals in short oral/signed presentations.</p> <p><u>Modern and Classical</u></p> <p>a. Provide simple descriptions of people, places, and objects.</p>	<p>Students use phrases and simple sentences in rehearsed signed or oral and written presentations on familiar topics.</p> <p><u>Modern and Classical</u></p> <p>a. Write/sign familiar words and phrases, and short messages, descriptions or simple poems.</p> <p><u>Modern only</u></p> <p>b. Provide simple signed or oral and written descriptions of people, places, and objects.</p> <p>c. Present very simple short plays/skits and/or very simple short written texts.</p> <p><u>Classical only</u></p> <p>d. Read aloud from an <i>adapted</i></p>	<p>Students use simple sentences and strings of simple sentences to produce short signed or oral and written presentations based on familiar topics with some accuracy in form and pronunciation.</p> <p><u>Modern only</u></p> <p>a. Write/sign messages using a prescribed, <i>culturally appropriate</i> format. (L)</p> <p>b. Produce and present simple creative works using sign language or orally and in writing.</p> <p>c. Convey personal preferences or information pertaining to everyday life using sign language or orally and in writing. (L)</p>	<p>Students express their own thoughts to describe and narrate in signed or oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that would be understood by <i>native speakers</i> accustomed to interacting with language learners.</p> <p><u>Modern and Classical</u></p> <p>a. Read <i>authentic passages</i> aloud with appropriate pronunciation, phrasing and <i>intonation</i>. (L)</p> <p><u>Modern only</u></p>

		<p><i>text.</i></p>	<p><u>Classical only</u></p> <p>d. Create written products based on a given topic. (L)</p> <p>e. Read aloud from <i>adapted texts</i> with appropriate <i>intonation</i> and pronunciation. (L)</p>	<p>b. Relate orally/using sign language a story about a personal experience or event. (L)</p> <p>c. Paraphrase and/or summarize texts in sign language or orally and in writing using a <i>presentational format</i>.</p> <p>d. Write/sign brief narrative and expository/informational compositions. (L)</p> <p>e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the <i>target language</i> is spoken. (L)</p> <p><u>Classical only</u></p> <p>f. Paraphrase and/or summarize texts orally or in writing in a <i>presentational format</i> using the <i>target language</i> or English.</p>
<p>A4 Language Comparisons</p> <p>For both modern and classical</p>	<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have</p>	<p>Students recognize a variety of similarities and differences between the <i>target language</i> and their own.</p> <p><u>Modern and Classical</u></p> <p>a. Recognize <i>word borrowings</i></p>	<p>Students compare the <i>target language</i> with their own language in order to better understand <i>language systems</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Compare basic</p>	<p>Students use their understanding of the <i>nature of language</i> to enhance their communication in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p>

<p>languages, indicators may be accomplished in the target language or in English.</p> <p><i>(L) = Link to future supporting information</i></p>	<p>instructional experiences related to similarities and differences between the target language and their own language.</p>	<p>and <i>cognates</i> among languages.</p> <p>b. Recognize differences in the <i>writing systems</i> among languages. †</p> <p>c. Recognize some <i>idiomatic expressions</i> of the <i>target language</i>.</p>	<p>grammatical structures and <i>syntax</i> between languages. (L)</p> <p>b. Compare <i>idiomatic expressions</i> between languages. (L)</p> <p>c. Compare pronunciation systems between languages. † (L)</p> <p>d. Recognize that there are regional and/or historical variations in spoken/signed language.</p> <p>e. Recognize connections between languages through the identification of <i>cognates</i>. (L)</p>	<p>a. Compare grammatical structures and <i>syntax</i> between languages that are more complex than those in the 6-8 grade span.</p> <p>b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another. (L)</p> <p>c. Use <i>idiomatic expressions</i> and/or proverbs in the <i>target language</i>. (L)</p> <p>d. Identify examples of vocabulary in English and the <i>target language</i> that convey different meanings in different <i>contexts</i>.</p>
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B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>B1 Practices and Perspectives</p> <p>For classical languages only, indicators may be accomplished in the target language or English.</p> <p>(L) = Link to future supporting information</p>	<p>Students identify and imitate some basic <i>culturally-appropriate practices</i>.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Use <i>culturally-appropriate courtesy expressions</i>, and demonstrate greeting and leave-taking. b. Recognize cultural differences including dress, mealtime practices, gestures, and/or celebrations. 	<p>Students identify and demonstrate some basic <i>culturally-appropriate practices</i> of daily life.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Understand and use <i>culturally-appropriate</i> polite requests and <i>courtesy expressions</i>, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations. b. Recognize age-appropriate similarities and differences related to <i>cultural practices of a culture(s)</i> in which the <i>target language</i> is spoken. (L) 	<p>Students describe <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Describe examples of beliefs common to a culture(s) where the <i>target language</i> is spoken. (L) b. Describe attitudes common to a culture(s) in which the <i>target language</i> is spoken. (L) 	<p>Students identify and explain how <i>perspectives</i> are related to cultural <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <ul style="list-style-type: none"> a. Identify and explain the reason for significant cultural <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken. (L) b. Discuss stereotypes associated with <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken. (L) c. Identify differences in <i>cultural practices</i> among peoples that speak the same language.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>B2 Products and Perspectives</p> <p>For classical languages only, indicators may be accomplished in the target language or English.</p>	<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences related to products of the <i>target culture</i>.</p>	<p>Students identify <i>products of a culture(s)</i> in which the <i>target language</i> is spoken.</p>	<p>Students identify objects used in daily life, works of art or historical artifacts that reflect the <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.</p>	<p>Students explain how political structures, historical artifacts, literature and/or visual and performing arts reflect the <i>perspectives of a culture(s)</i> in which the <i>target language</i> is spoken.</p>
<p>B3 Comparisons with Own Culture</p> <p>For classical languages only, indicators may be accomplished in the target language or English.</p> <p><i>(L) = Link to future supporting information</i></p>	<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences related to comparison of the <i>target culture</i> with their own culture.</p>	<p>Students compare some common culturally-appropriate <i>products and practices</i> of daily life of a <i>culture(s)</i> in which the <i>target language</i> is spoken to those of their own culture.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> a. Compare daily activities of their own lives to daily activities of individuals in a culture(s) in which the <i>target language</i> is spoken. (L) b. Compare foods, celebrations, dress, and/or dwellings from a culture(s) in which the <i>target language</i> is spoken with those of their own culture. 	<p>Students compare <i>perspectives</i> related to <i>products</i> and <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken to their own cultural <i>perspectives</i>.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> a. Explain how verbal and non-verbal communication in a culture(s) in which the <i>target language</i> is spoken differs from the students' own culture. (L) b. Recognize contributions of a culture(s) in which the <i>target language</i> is spoken to life in the United States including foods, celebrations, dress and/or 	<p>Students analyze <i>products, practices, and perspectives</i> to identify contributions of a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> a. Identify influential figures and explain their importance. b. Explain the reasons for a variety of similarities and differences between students' own culture and that of the <i>target language</i>. (L) <p><u>Modern only</u></p>

			architecture.	c. Use the <i>target language</i> in a manner that would be considered appropriate by <i>native speakers</i> . (L)
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C. Connections: Students expand their knowledge by connecting their study of a language(s) with other content areas.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>C1 Knowledge of Other Content Areas</p> <p>For classical languages only, indicators may be accomplished in the target language or English.</p> <p>(L) = Link to future supporting information</p>	<p>Students identify connections between the <i>target language</i> and/or a culture(s) in which the <i>target language</i> is spoken and other content areas through their study of the <i>target language</i>. (L)</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Identify numbers for counting. Identify common greetings. 	<p>Students identify connections between the <i>target language</i> and/or a culture(s) in which the <i>target language</i> is spoken and other content areas. (L)</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Identify common expressions and traditions. Identify examples of the visual/performing arts. Identify products important to livelihood of the people. Identify the earth's major geographical features. 	<p>Students apply information acquired in other content areas to further their knowledge and skills in the <i>target language</i>.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Use the writing process learned in English Language Arts when writing for the <i>target language</i> class. † (L) Apply research skills to further their knowledge in the <i>target language</i>. Apply knowledge from other content areas including literature, social studies, science and technology, and/or the 	<p>Students use the <i>target language</i> to enhance their knowledge of other content areas.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Provide examples of grammatical knowledge acquired in the <i>target language</i> that are used to achieve a better understanding of grammatical structures in English. Provide examples of information gathered through <i>target language</i> resources that are used in other content areas.

DRAFT DOCUMENT -- PROPOSED REVISED MAINE LEARNING RESULTS STANDARDS -- DRAFT DOCUMENT

			visual and performing arts to tasks in the language classroom. (L)	(L)
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	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>C2 Distinctive Viewpoints</p> <p>For classical languages only, indicators may be accomplished in the target language or English.</p> <p><i>(L) = Link to future supporting information</i></p>	<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences related to a variety of print and non-print materials created in other languages.</p>	<p>Students recognize some distinctive viewpoints available only through sources from the <i>target language</i> and <i>associated culture(s)</i>.</p> <p><u>Modern and Classical</u></p> <p>a. Identify examples of simple narrative selections from a culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Classical only</u></p> <p>b. Identify information about the Roman/Greek world by reading passages with culturally <i>authentic settings</i>. (L)</p>	<p>Students locate resources and identify ideas about a culture(s) in which the <i>target language</i> is spoken, available only through sources in the <i>target language</i> and associated culture(s).</p> <p><u>Modern and Classical</u></p> <p>a. Access media or other <i>authentic sources</i> from the <i>target language</i> and a culture(s) in which the <i>target language</i> is spoken to gain information and identify a cultural <i>perspective</i> different from the students' own viewpoints.</p>	<p>Students describe ideas about the <i>target language</i> and associated culture(s) available only through sources from that culture(s) in which the <i>target language</i> is spoken.</p> <p><u>Modern and Classical</u></p> <p>a. Interpret short prose, poetry or plays in the <i>target language</i> and of a culture(s) in which the <i>target language</i> is spoken, and make connections to the viewpoints of the associated culture(s).</p> <p>b. Access selected magazines, newspapers, and electronic media in the <i>target language</i> for information about a culture(s) in which the <i>target language</i> is spoken. (L)</p>

				<p>c. Identify viewpoints of a culture(s) in which the <i>target language</i> is spoken, using <i>primary sources</i> including <i>authentic entertainment media</i> available to speakers of the <i>target language</i>. (L).</p>
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D. Communities: Students encounter and use the language both in and beyond the classroom for personal enjoyment and lifelong learning.

	PK – 2 <i>PERFORMANCE INDICATOR</i>	3-5 <i>PERFORMANCE INDICATOR</i>	6-8 <i>PERFORMANCE INDICATOR</i>	9-Diploma <i>PERFORMANCE INDICATOR</i>
<p>D1 Communities</p> <p>For classical languages only, performance indicators may be accomplished in a combination of the target language or in English.</p> <p><i>(L) = Link to future supporting information</i></p>	<p>Students include family, friends or peers in activities using the <i>target language</i>.</p>	<p>Students demonstrate understanding and use of the <i>target language</i> and their knowledge of a culture(s) in which the <i>target language</i> is spoken through community involvement.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Demonstrate use of oral/signed and/or written forms of the <i>target language</i> with family, friends, or peers. (L) Participate in activities using the <i>target language</i> which can benefit the school or broader community. (L) Ask questions and share knowledge about various 	<p>Students use their knowledge of the <i>target language</i> to communicate with <i>target language</i> speakers to obtain information on familiar topics, and to gain understanding of diverse culture(s).</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Participate in and summarize school/community events related to the <i>target language</i> or associated culture(s). Identify community and online resources useful for research in the <i>target language</i> or associated 	<p>Students apply their knowledge of the <i>target language</i> to communicate with <i>target language</i> speakers and to understand the importance of culture and language in the 21st century.</p> <p><u>Modern and Classical</u></p> <ol style="list-style-type: none"> Interact with people either in the community or online who are involved in a variety of professions that use the <i>target language</i>. Independently access a variety of <i>target language</i> sources for entertainment or

		<p>aspects of a culture(s) in which the <i>target language</i> is spoken that demonstrate an interest in the <i>target language</i> and an associated culture(s).</p> <p>d. Access various aspects of a culture(s) in which the <i>target language</i> is spoken available through online resources or in the community. (L)</p>	<p>culture(s).</p> <p>c. Communicate with students of the <i>target language</i>.</p> <p>d. Describe language skills and cultural insights gained through real or <i>virtual travel</i>.</p>	<p>personal growth.</p> <p>c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the <i>target language</i> and associated culture(s).</p> <p><u>Modern only</u></p> <p>d. Communicate with target language speakers using the <i>target language</i>.</p>
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