



(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include conversations limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts.



Knowledge and Skill	Student Expectation	Breakout
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<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) express and exchange personal opinions or preferences in spoken and written conversation</p>	<p>(i) express personal opinions or preferences in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) express and exchange personal opinions or preferences in spoken and written conversation</p>	<p>(ii) express personal opinions or preferences in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) express and exchange personal opinions or preferences in spoken and written conversation</p>	<p>(iii) exchange personal opinions or preferences in spoken conversation</p>

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(1) Interpersonal communication: speaking and writing.  
The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

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unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some

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<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(ii) participate in spoken conversation using culturally appropriate gestures</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) participate in written conversation using culturally appropriate expressions, register, and style</p>	<p>(i) participate in written conversation using culturally appropriate expressions</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) participate in written conversation using culturally appropriate expressions, register, and style</p>	<p>(i) participate in written conversation using culturally appropriate register</p>

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<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) participate in written conversation using culturally appropriate expressions, register, and style</p>	<p>(iii) participate in written conversation using culturally appropriate style</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts</p>	<p>(i) demonstrate an understanding of culturally authentic print materials in everyday contexts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts</p>	<p>(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts</p>

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<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts</p>	<p>(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts</p>	<p>(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(i) identify key words from fiction texts</p>

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<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(ii) identify key words from nonfiction texts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iii) identify key words from audio materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) identify key words from audiovisual materials</p>

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials

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<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials</p>	<p>(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) identify cultural practices from authentic print, digital, and audiovisual materials</p>	<p>(i) identify cultural practices from authentic print materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) identify cultural practices from authentic print, digital, and audiovisual materials</p>	<p>(ii) identify cultural practices from authentic digital materials</p>

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<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) identify cultural practices from authentic print, digital, and audiovisual materials</p>	<p>(ii) identify cultural practices from authentic audio materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) identify cultural practices from authentic print, digital, and audiovisual materials</p>	<p>(ii) identify cultural practices from authentic audiovisual materials</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) state and support an opinion or preference orally and in writing</p>	<p>(i) state an opinion or preference orally</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) state and support an opinion or preference orally and in writing</p>	<p>(ii) state an opinion or preference in writing</p>



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<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) state and support an opinion or preference orally and in writing</p>	<p>(iii) support an opinion or preference orally</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) state and support an opinion or preference orally and in writing</p>	<p>(iv) support an opinion or preference in writing</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences</p>	<p>(i) describe people orally using a mixture of words, phrases, and simple sentences</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences</p>	<p>(ii) describe people in writing using a mixture of words, phrases, and simple sentences</p>

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(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences

(iii) describe objects orally using a mixture of words, phrases, and simple sentences

(3) Presentational communication: speaking and writing.

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(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences