(c) Knowledge and Skills.

Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics a research in the target language. The student is exto:	and (A) generate relevant and researchable questions xpected instructor guidance and approval	s with (i) generate relevant questions with instructor guidand
(1)The student inquires through assigned topics a research in the target language. The student is exto:	and (A) generate relevant and researchable questions xpected instructor guidance and approval	s with generate researchable questions with instructor guidance
(1)The student inquires through assigned topics a research in the target language. The student is exto:	and xp(A) generate relevant and researchable question xpected instructor guidance and approval	s with (iii) generate relevant questions with instructor approv
(1)The student inquires through assigned topics a research in the target language. The student is exto:	and (A) generate relevant and researchable questions xpected instructor guidance and approval	s ((it/i) generate researchable questions with instructor approval
(1)The student inquires through assigned topics aresearch in the target language. The student is exto:	(B) communicate with accuracy and fluency in or and participate fully and effectively in conversations o xpected variety of topics in formal and informal settings fro multiple perspectives	der.to (i) communicate with accuracy in order to participate n a in conversations on a variety of topics in formal settin om from multiple perspectives
(1)The student inquires through assigned topics a research in the target language. The student is exto:	(B) communicate with accuracy and fluency in or participate fully and effectively in conversations of expected variety of topics in formal and informal settings from multiple perspectives	der to (ii) communicate with accuracy in order to participate n a in conversations on a variety of topics in informal sett om from multiple perspectives

Knowledge and Skill Statement	Student Expectation	Breakout	
(1)The student inquires through assigned topics research in the target language. The student is eto:	and (C) comprehend language from within the cultural expected framework, including the use of nuance and sub-	al (i) comprehend language from within the cultural tetgramework, including the use of nuance	
(1)The student inquires through assigned topics research in the target language. The student is eto:	and (C) comprehend language from within the cultural expected framework, including the use of nuance and subtractions.	al (ii) comprehend language from within the cultural tletframework, including the use of subtlety	
(1)The student inquires through assigned topics research in the target language. The student is eto:	and (D) produce formal and informal correspondence expected variety of social, academic, or professional topics	on(i)aproduce formal correspondence on a variety of soc s academic, or professional topics	ocial,
(1)The student inquires through assigned topics research in the target language. The student is eto:	and (D) produce formal and informal correspondence xpected variety of social, academic, or professional topics	oniia produce informal correspondence on a variety academic, or professional topics	
1 ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '		ear(il) produce in-depth summaries, reports, or research ssi <b>pap</b> ers on a variety of social, academic, or professior topics	
(1)The student inquires through assigned topics research in the target language. The student is eto:	and (F) pose relevant questions from the research fir xpected conclusions for further study	ndir(ព្រំទ្ <b>ា</b> ចន relevant questions from the research findings conclusions for further study	js or
(2) The student applies critical-thinking skills to be portfolio that organizes and uses information accar a variety of sources, including technology. The sexpected to:	(A) collect a variety of visual images such as pho	oto <b>(jii)apulle</b> ect a variety of visual images such as photogra paintings, political cartoons, and other media	aphs,

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies critical-thinking skills to b portfolio that organizes and uses information acq a variety of sources, including technology. The st expected to:		(i) compile written ideas
(2) The student applies critical-thinking skills to b portfolio that organizes and uses information acq a variety of sources, including technology. The st expected to:		(ii) compile written representations
(2) The student applies critical-thinking skills to b portfolio that organizes and uses information acq a variety of sources, including technology. The st expected to:	(C) interpret information and draw conclusions from	(i) interpret information from a wide range of sources
(2) The student applies critical-thinking skills to b portfolio that organizes and uses information acq a variety of sources, including technology. The st expected to:	(C) interpret information and draw conclusions from	(ii) draw conclusions from a wide range of sources
(2) The student applies critical-thinking skills to b portfolio that organizes and uses information acq a variety of sources, including technology. The st expected to:		al (i) identify bias in written material
(2) The student applies critical-thinking skills to b portfolio that organizes and uses information acq a variety of sources, including technology. The st expected to:		al (ii) identify bias in oral material

Knowledge and Skill Statement	Student Expectation	Breakout
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- (2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acq (D) identify bias in written, oral, and visual material (iii) identify bias in visual material expected to:
- (2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acq (E) use writing and speaking skills for reflection and a variety of sources, including technology. The studesquiteration expected to:
- (2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acq (E) use writing and speaking skills for reflection and (ii) use writing skills for exploration a variety of sources, including technology. The studescriptor ation expected to:
- (2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acq (E) use writing and speaking skills for reflection and a variety of sources, including technology. The studexplication expected to:

Knowledg	ge and Skill Statement	Student Expectation	Breakout
` '	tudent applies critical-thinking skills to b hat organizes and uses information acq of sources, including technology. The st to:		(i) present a portfolio