

	Advanced-High	Advanced- Mid	Advanced-Low
<p>Strand 1: Connections to Language and Literacy Learning a world language (target language), helps students develop greater understanding/insight into the nature of language – their own and the language of others as well as the connection language/culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.</p>			
<p>Interpersonal Communication Interacts with others in informal, one-on-one, or small group conversations, using culturally appropriate language and gestures.</p>	<p>1. Discuss topics extensively dealing with <u>linguistically familiar and unfamiliar</u> situations in <u>formal and informal</u> settings with <u>no pattern of errors in basic structures</u>. <u>Errors virtually never interfere</u> with communication or distract a speaker or listener from the message.</p>	<p>1. Discuss topics dealing with <u>linguistically familiar and unfamiliar situations in formal and informal</u> settings with <u>some errors</u> in complex structures. <u>Errors rarely interfere</u> with communication or distract a speaker or listening from the message.</p>	<p>1. Discuss topics dealing with <u>linguistically familiar and unfamiliar situations in formal and informal</u> settings where speakers may <u>exhibit errors in the areas of false cognates, literal translations, and/or discourse organization</u>. Errors <u>occasionally interfere</u> with communication or distract a speaker or listening from the message.</p>
<p>Interpretive Communication Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	<p>1. Read and comprehend popular fiction and non-fiction at the proficiency level text complexity band.</p>	<p>1. Read and comprehend popular fiction and non-fiction at the proficiency level text complexity band <u>with a decreasing need for scaffolding</u></p>	<p>1. Read and comprehend popular fiction and non-fiction at the proficiency level text complexity band <u>with scaffolding as needed at the high end of the range.</u></p>
	<p>2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text.</p>	<p>2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text, <u>with a decreasing need for scaffolding</u></p>	<p>2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text, <u>with scaffolding as needed at the high end of the range.</u></p>
	<p>3. Interpret <u>proficiency level-appropriate words and phrases</u>, gather vocabulary knowledge, infer meaning for word/phrase important to comprehension.</p>	<p>3. Interpret <u>proficiency level-appropriate words and phrases</u>, gather vocabulary knowledge, infer meaning for word/phrase important to comprehension.</p>	<p>3. Interpret <u>proficiency level-appropriate words and phrases</u>, gather vocabulary knowledge, and infer meaning when considering a word or phrase important to comprehension.</p>

	Advanced-High	Advanced- Mid	Advanced-Low
Presentational Present information, concepts and ideas to an audience orally, written, or by signing.	1.Present narratives, descriptions or explanations, with <u>detail and specificity</u> , on a broad range of topics from the target cultures using style, language and tone appropriate to the audience and purpose of presentation.	1.Present narratives, descriptions or explanations, with <u>increasing detail and specificity</u> , on a broad range of topics from target cultures using style/language/tone appropriate to audience and purpose of presentation <u>with decreasing need for scaffolding</u> .	1.Present narratives, descriptions or explanations on a broad range of topics from the target cultures using style, language and tone appropriate to the audience and purpose of presentation <u>with scaffolding as needed at the high end of the range</u> .
	2.Demonstrate <u>fluid command</u> of conventions of standard target language grammar &usage in speech first, then in writing, for purposeful/useful communication.	2.Demonstrate command, <u>most of the time</u> of conventions of standard target language grammar & usage in speech first, then in writing, for purposeful/useful communication.	2.Demonstrate <u>increasing</u> command of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication.
Strand 2: Language and Literacy Connecting to Core Content: In an immersion classroom, core subjects are the vehicle by which language is learned. Through mastery of content specific skills, immersion learners acquire linguistic competence that is integrated through the learning of deep content knowledge.			
Interpersonal Communication Interacts with others in informal, one-on-one, or small group conversations, using <i>culturally appropriate language and gestures</i> .	1. Participate in academic discourse with <u>fluency and spontaneity</u> using appropriate subject specific vocabulary/terminology with <u>no pattern of errors in basic structures</u> . <u>Errors virtually never interfere with communication or distract a speaker or listening from the message.</u>	1. Participate in academic discourse with a <u>fair amount of fluency and spontaneity</u> using appropriate subject specific vocabulary /terminology with <u>some errors in complex structures</u> . <u>Errors rarely interfere with communication or distract a speaker or listening from the message.</u>	1. Participate in academic discourse with <u>fair fluency/spontaneity</u> using appropriate subject-specific vocabulary/terminology where speakers <u>may exhibit errors in the areas of false cognates, literal translations and/or discourse organization</u> . Errors <u>occasionally interfere</u> with communication or distract a speaker or listening from the message.
	1.Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band.	1.Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band <u>with a decreasing need for scaffolding</u> .	1.Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band <u>with scaffolding as needed at the high end of the range</u> .

	Advanced-High	Advanced- Mid	Advanced-Low
<p>Interpretive Communication Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text or issue under study.	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text or issue under study with a decreasing need for scaffolding.	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text or issue under study with scaffolding as needed at the high end of the range.
	3. Interpret <u>proficiency level-appropriate words and phrases</u> and gather vocabulary knowledge when considering a word or phrase important to comprehension of technical or subject-specific discourse.	3. Interpret <u>proficiency level-appropriate words and phrases</u> and gather vocabulary knowledge when considering a word or phrase important to comprehension of technical or subject-specific discourse.	3. Interpret <u>proficiency level-appropriate words and phrases</u> and gather vocabulary knowledge when considering a word or phrase important to comprehension of technical or subject-specific discourse.
<p>Presentational Communication Present information, concepts and ideas to an audience orally, written, or by signing.</p>	1. Present on a variety of academic and professional topics, using available technology and appropriate volume, tone, presentation mode, and rate of speech for specific audiences.	1. Present on a variety of academic and professional topics, using available technology and appropriate volume, tone, presentation mode, and rate of speech for specific audiences.	1. Present on a variety of academic and professional topics, using available technology, taking into account volume, tone, presentation mode, and rate of speech (appropriate manner) for specific audiences.
	2. Demonstrate <u>fluid command</u> of conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in an academic setting.	2. Demonstrate <u>command most of the time</u> of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in academic settings.	2. Demonstrate <u>increasing command</u> , of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in an academic setting.

	Advanced-High	Advanced- Mid	Advanced-Low
Standard 3: Intercultural Competencies --	DELETE STRAND THREE—At this level strand three is fully integrated into strands one and two.		
Interpersonal Communication Interact with others in informal, one-on-one, or small group conversations, using culturally appropriate language and gestures.			
Interpretive Communication Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.			
Presentational Present information, concepts and ideas to an audience orally, written, or by signing.			

	Intermediate-High	Intermediate-Mid	Intermediate-Low
	Strand 1: Connections to Language and Literacy Learning a world language (target language), helps students develop greater understanding/insight into the nature of language – their own and the language of others as well as the connection language/culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.		
Interpersonal Communication Interacts with others in informal, one-on-one, or small group conversations, using culturally appropriate language and gestures.	1. Participate effectively in a <u>range of conversations with familiar and unfamiliar people</u> dealing with <u>routine tasks and social situations</u> that are age and proficiency-level appropriate (e.g. school, recreation, and personal interests).	1. Participate successfully in a <u>variety of uncomplicated conversations</u> in straightforward situations with <u>familiar and unfamiliar people</u> dealing with <u>routine tasks and social situations</u> that are age and proficiency-level appropriate (e.g. self, family, home, interests).	1. Participate successfully in a <u>limited number of uncomplicated, concrete exchanges</u> related to <u>basic personal information</u> with <u>familiar people</u>
Interpretive Communication Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	1. Read with ease and comprehend short fiction and informational texts that <u>convey basic information</u> , dealing with topics to which the <u>reader brings knowledge or personal interest</u> . Scaffolding provided at the high end of the range, as needed.	1. Comprehend <u>short fiction and informational texts</u> that <u>convey straightforward information</u> , dealing with basic topics to which the <u>reader brings knowledge or personal interest</u> . Scaffolding provided at the high end of the range, as needed.	1. Comprehend some information from the <u>simplest connected texts of fiction and non-fiction</u> . Scaffolding provided as needed.
	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally), scaffolding as needed at high end of the range. Listening comprehension includes <u>simple sentence-length speech in personal and social contexts</u> . Reading comprehension includes <u>short, non-complex text</u> .	Interpret <u>short quantities</u> of information in diverse media and formats (e.g. visually, quantitatively, and orally) scaffolding as needed at high end of range. Listening comprehension includes <u>simple sentence-length speech, one utterance at a time on highly familiar topics</u> . Reading comprehension includes <u>short, non-complex text</u> .	Interpret <u>small quantities</u> of information in diverse media and formats (e.g. visually, quantitatively, and orally) with scaffolding as needed. Listening comprehension includes <u>simple sentence-length speech, one utterance at a time on highly familiar topics</u> . Reading comprehension will be of the <u>simplest connected texts</u> .
	3. Comprehend <u>simple stories</u> , routine correspondence, short, descriptive texts or other selections with <u>familiar contexts</u> .	3. Interpret <u>high frequency vocabulary</u> related to <u>everyday topics</u> and predict meaning based on <u>context clues, prior knowledge and experience</u>	3. Comprehend information-rich texts with <u>highly predictable order</u>

	Intermediate-High	Intermediate-Mid	Intermediate-Low
Presentational Present information, concepts and ideas to an audience orally, written, or by signing.	1. Present <u>simple</u> narratives, summaries, or descriptions <u>using different time frames</u> referring to everyday events and situations.	1. Present <u>short, simple</u> communications and compositions in <u>loosely connected text in the present tense.</u>	1. Present <u>short statements and formulate questions</u> based on familiar material.
	2. Demonstrate increasing command of the conventions of standard target language grammar and usage in speech first, then in writing, for purposeful/useful communication.	2. Demonstrate increasing evidence of control of basic sentence structure and verb form usage in speech first, then in writing, to achieve purposeful and useful communication.	2. Demonstrate increasing evidence of ability to recombine learned vocabulary and structures by creating short, simple sentences with basic word order.
Strand 2: Language and Literacy Connecting to Core Content: In Louisiana immersion classrooms, core subjects are the vehicle by which language is learned. Through mastery of content specific skills, immersion learners acquire linguistic competence that is integrated through the learning of deep content knowledge.			
Interpersonal Communication Interacts with others in informal, one-on-one, or small group conversations, using <i>culturally appropriate language and gestures</i> .	1. Participate effectively in academic discussions using using appropriate subject specific vocabulary/ terminology in <u>connected discourse of paragraph length</u> most of the time.	1. Participate successfully in a <u>variety of communicative tasks</u> on academic topics using appropriate subject specific vocabulary/ terminology and sentences (fewer memorized phrases) related to the topic.	1. Participate successfully in <u>highly practiced contexts and routines</u> and in a <u>limited number of uncomplicated exchanges</u> related to academic topics using <u>basic phrases and original sentences</u> and appropriate subject specific vocabulary/ terminology
	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.

	Intermediate-High	Intermediate-Mid	Intermediate-Low
Interpretive Communication Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study, with scaffolding as needed at the high end of the range.	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally), providing scaffolding as needed at the high range	Interpret small chunks of information in diverse media and formats (e.g. visually, quantitatively, and orally) with scaffolding as needed.
	3. Interpret <u>proficiency level-appropriate words/phrases</u> and gather vocabulary knowledge from context clues, prior knowledge and experience for a word/phrase important to comprehend technical or subject-specific discourse.	3. Interpret <u>proficiency level-appropriate words/phrases</u> and gather vocabulary knowledge from context clues, prior knowledge and experience for a word/phrase important to comprehend technical or subject-specific discourse.	3. Interpret information-rich academic texts with highly predictable order
Presentational Communication Present information, concepts and ideas to an audience orally, written, or by signing.	Prepare and present on a variety of academic topics, using available technology, taking into account accuracy of time frame.	1. Prepare and present on an academic topic using available technology, taking into account accurate usage of present tense.	1. Using available technology, present short statements and formulate questions based on academic content
	2. Demonstrate <u>increasing command</u> of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in an academic setting	2. Demonstrate <u>increasing evidence of control of basic sentence structure and the present verb tense</u> to achieve purposeful and useful communication in speech first, then in writing, in an academic setting.	2. Make statements about academic topics using recombinations of learned vocabulary and structures with basic word order.

	Intermediate-High	Intermediate-Mid	Intermediate-Low
	Strand 3: Intercultural competencies --Louisiana students learning to access knowledge from their own diverse set of heritage communities/cultures and from the global community, will use that information to thrive in an increasingly interconnected world. Students' ability to understand/navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21st Century. Without pre-existing scale to measure Intercultural Competency growth, students will develop these skills through in-class activities and community-based projects.		
Interpersonal Communication Interact with others in informal, one-on-one, or small group conversations, using culturally appropriate language and gestures.	1. Use increasing familiarity with cultural memes <u>while engaging in conversation on familiar topics.</u>	1. Use increasing familiarity with cultural memes to <u>extend</u> communication.	1. Use increasing familiarity with cultural memes to <u>enhance</u> communication.
Interpretive Communication Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	1. Analyze cultural practices and perspectives expressed in a variety of familiar and unfamiliar authentic texts. 2. Demonstrate understanding of the main ideas and most details of <u>messages created by or for target communities on familiar topics and some unfamiliar topics.</u>	1. Interpret main idea and predict some details in proficiency level appropriate authentic texts, messages, or media on familiar topics using a series of sentences. 2. Interpret main ideas and some details of <u>messages by the target communities</u> (learning communities, social communities, and/or professional communities) 3. Identify and interpret culturally-specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	1. Recognize the main idea, some details and the outcomes in proficiency levels appropriate authentic texts or media on familiar topics. 2. Understand the main ideas and some details of <u>messages about familiar topics displayed in the community or created by communities of learners of the same target language.</u> 3. Understand the main idea and some details of practices, products, and perspectives from the target cultures in authentic texts and media
Presentational Present information, concepts and ideas to an audience orally, written, or by signing.	1. Present detailed narratives or descriptions of language community activities, perspectives and products in <u>connected, detailed paragraph-length discourse or writing.</u>	1. Present information on activities, traditions, and products from the target community using a <u>series of connected sentences.</u>	1. Present information on community activities, traditions, and products using a <u>series of sentences.</u>

	Novice-High	Novice-Mid	Novice-Low
	Strand 1: Connections to Language and Literacy Learning a world language (target language), helps students develop greater understanding/insight into the nature of language – their own and the language of others as well as the connection language/culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.		
Interpersonal Communication Interacts with others in informal, one-on-one, or small group conversations, using culturally appropriate language and gestures.	1. <u>Interact with others in short social everyday situations using basic phrases and simple sentences</u>	1. <u>Interact with others in highly practiced contexts on topics that relate to very basic information.</u>	<u>Interact with others in highly practiced contexts on very familiar topics using single words and/or memorized phrases</u>
Interpretive Communication Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	1. Comprehend <u>fully</u> and with relative ease, <u>key words and cognates</u> , as well as <u>formulaic phrases across a range of highly contextualized fiction and non-fiction texts</u> . Scaffolding provided as needed.	Comprehend meaning through comprehension of <u>key words and formulaic phrases that are highly contextualized.</u>	<u>Begin to recognize and understand key words and memorized phrases.</u>
	Interpret <u>predictable language and messages</u> such as those found on school signs and classroom labels. Listening comprehension includes <u>highly standardized messages and phrases</u> . Reading comprehension will be of <u>key words</u> .	Interpret meaning through <u>inference based on background and prior knowledge</u>	Interpret meaning through <u>context and repetition</u> .
	3. Comprehend texts ranging in length from <u>lists, to phrases, to simple sentences</u> with graphically organized information	Derive meaning by recognizing and beginning to understand some <u>high-frequency, highly contextualized written words</u> and phrases including cognates and borrowed words.	Recognize written words using scaffolding and support

	Novice-High	Novice-Mid	Novice-Low
Presentational Present information, concepts and ideas to an audience orally, written, or by signing.	1. Present <u>lists, short messages, and simple notes</u> relying on <u>practiced material</u> .	Reproduce from memory a modest number of words and phrases in context, <u>with limited prompting and support</u> .	<u>With prompting and support</u> reproduce from memory a modest number of words and phrases in context.
	2. Present orally and in writing information using visual supports.	2. Present limited biographical information, using names and numbers, <u>with limited prompting and support</u>	<u>With prompting and support</u> , present limited biographical information, using names and numbers
Strand 2: Language and Literacy Connecting to Core Content: In an immersion classroom, core subjects are the vehicle by which language is learned. Through mastery of content specific skills, immersion learners acquire linguistic competence that is integrated through the learning of deep content knowledge.			
Interpersonal Communication Interacts with others in informal, one-on-one, or small group conversations, using <i>culturally appropriate language and gestures</i> .	1. Participate successfully in <u>highly practiced contexts and routines</u> and in a <u>limited number of uncomplicated exchanges</u> related to academic topics using <u>basic phrases</u> and appropriate subject specific vocabulary/terminology.	1. Participate successfully in <u>highly practiced contexts and routines</u> on academic topics that relate to very <u>basic information using appropriate subject specific vocabulary/terminology.</u>	<u>With prompting and support</u> begin to participate successfully in highly practiced contexts and routines on academic topics that relate to very basic information using some memorized appropriate subject specific vocabulary/terminology.
	1. Comprehend fully and with relative ease key words and cognates, and formulaic phrases across a range of highly contextualized academic texts. Scaffolding provided as needed.	Comprehend academic meaning through comprehension of key words and formulaic phrases that are highly contextualized.	<u>With prompting and support, begin</u> to understand academic meaning through comprehension of key words and formulaic phrases that are highly contextualized.

	Novice-High	Novice-Mid	Novice-Low
Interpretive Communication Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	2. Interpret small chunks of language and messages in diverse media and formats (e.g. visually, quantitatively, and orally) with scaffolding as needed.	With <u>decreasing</u> prompting, support, and repetition, interpret small chunks of language in diverse media and formats (e.g. visually, quantitatively, and orally) with scaffolding through inferences based on background & prior knowledge.	With <u>prompting and support and repetition</u> , interpret small chunks of language in diverse media and formats (e.g. visually, quantitatively, and orally) with scaffolding by making inferences based on background and prior knowledge.
	3. Interpret academic texts ranging in length from lists, to phrases, to simple sentences with graphically organized information	With <u>decreasing</u> prompting and support and <u>less repetition</u> , derive meaning from academic texts by recognizing and beginning to understand a number of high-frequency, highly context-tualized words and phrases.	With <u>prompting and support and repetition</u> , derive meaning from academic texts by recognizing and beginning to understand a number of high-frequency, highly context-tualized words and phrases.
Presentational Communication Present information, concepts and ideas to an audience orally, written, or by signing.	1. Using available technology, present lists, short messages, and simple notes based on academic content.	Reproduce from memory a modest number of words and phrases on academic content, with <u>decreasing levels</u> of prompting and support	With <u>prompting and support</u> , present limited information, on academic content.
	2. Make statements about academic topics using recombinations of learned vocabulary and structures adding visual support and gestures.	1. Present limited academic information using some names and numbers.	

	Novice-High	Novice-Mid	Novice-Low
<p>Strand 3: Intercultural competencies--Louisiana students learning to access knowledge from their own diverse set of heritage communities/cultures and from the global community, will use that information to thrive in an increasingly interconnected world. Students' ability to understand/navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21st Century. Without pre-existing scale to measure Intercultural Competency growth, students will develop these skills through in-class activities and community-based projects.</p>			
<p>Interpersonal Communication Interact with others in informal, one-on-one, or small group conversations, using culturally appropriate language and gestures.</p>	1. Integrate knowledge of products from target cultures into communication.	1. Integrate knowledge of products from target cultures, memorized words and phrases into communication.	1. Begin to become familiar with products from target cultures, recognizing their use in communication.
	2. Interact with target language communities using basic phrases and simple sentences while integrating appropriate cultural practices.	2. Interact with target language communities some basic phrases and simple sentences while integrating some appropriate cultural practices.	2. Use memorized words and phrases with appropriate gestures, body language from target cultures to initiate or respond to a short exchange of information.
<p>Interpretive Communication Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	1. Predict the basic outcomes in proficiency levels appropriate authentic texts or media of the language community on familiar topics.	1. Recognize single words/simple memorized phrases from proficiency level-appropriate authentic media on familiar topics in highly predictable contexts, with <u>decreasing support</u> .	1. <u>With scaffolding and support</u> , recognize single words/simple memorized phrases from proficiency level appropriate authentic media on familiar topics in highly predictable contexts.
	2. Identify and interpret culturally specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	2. <u>With decreasing scaffolding</u> , identify and recognize culturally specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	2. <u>With prompting and support</u> , identify and recognize culturally specific differences that impact newly-acquired concepts in other disciplines and leisure activities.
<p>Presentational Present information, concepts and ideas to an audience orally, written, or by signing.</p>	1. Present information on activities, traditions, and/or products from the target community using <u>short phrases and simple sentences</u> .	1. Present information on activities, traditions, and/or products from the target community using <u>memorized phrases and some sentences</u> .	1. Present information on activities, traditions, and/or products from the target community using <u>single words and memorized phrases</u>
	2. Describe the relationship between products and perspectives of the target culture using <u>short phrases and simple sentences</u> .	2. Describe the products, perspectives, and practices of the target culture using <u>memorized phrases and some sentences</u> .	2. Describe products and perspectives of the target cultures using <u>single words and memorized phrases</u>

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