

<b>Maine Learning Results for World Languages</b>	
<b>Introduction</b>	
<p>The MLRs are broken down into Performance Expectations. Grade levels from K-5 have distinct Performance Expectations, while in grades 6-8 and grades 9-diploma Performance Expectations are consolidated. The Performance Expectations define skills and establish measurable articulations of what the student understands and can do. Sample performance indicators define student progress in</p>	
<b>Communication</b>	
<p>Today's world language learners need to know how to communicate effectively in order to thrive in an ever-changing and challenging global society. The communication standards for World Languages are broken down into three modes of communication: interpersonal, interpretive, and presentational. Interpersonal communication encompasses spontaneous spoken, signed, or written conversations in which learners interact and negotiate meaning. With interpretive communication, learners listen, read, or view resources in order to understand, interpret, and analyze information. It should be noted that ACTFL guidelines are designed with the assumption that resources are authentic, which accounts for a lower performance expectation than with teacher-created materials. In the presentational mode of communication, learners share information, concepts, and ideas to an audience of listeners, readers, or viewers.</p>	
<b>Interpersonal Communication</b>	<b>Interpretive Communication</b>
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
<b>Presentational Communication</b>	
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
<b>Strand</b>	
<b>Standard</b>	
<b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b>	
<b>Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>	
<b>Childhood</b>	
<b>K - Novice Low</b>	<b>1 - Novice Low</b>
I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.
<ul style="list-style-type: none"> <li>I can provide information by answering a few simple questions on very familiar topics using practiced or memorized words or phrases with the help of gestures or phrases.</li> <li>I can express some basic needs using practiced or phrases with the help of gestures or phrases.</li> <li>I can express basic preferences or feelings using practiced or memorized words or phrases with the help of gestures or visuals.</li> </ul>	<ul style="list-style-type: none"> <li>I can provide information by answering a few simple questions on very familiar topics using practiced or memorized words or phrases with the help of gestures or phrases.</li> <li>I can express some basic needs using practiced or memorized words or phrases with the help of gestures or visuals.</li> <li>I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals.</li> </ul>
<b>3 - Novice Mid</b>	<b>4 - Novice High</b>
I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.
<ul style="list-style-type: none"> <li>I can express basic preferences or feelings using practiced or memorized words and phrases with the help of gestures or visuals.</li> </ul>	<ul style="list-style-type: none"> <li>I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences and questions.</li> <li>I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> </ul>
<b>2 - Novice Mid</b>	<b>5 - Novice High</b>
I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	I can communicate in spontaneous spoken, written, or signed conversations, on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.
<ul style="list-style-type: none"> <li>I can request and provide information by asking familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>I can express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, simple sentences and questions.</li> <li>I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can request and provide information by asking familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>I can express my own preferences and feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</li> </ul>
<b>Adolescence</b>	
<b>6-8 - Intermediate Low/Intermediate Mid</b>	<b>9-diploma - Intermediate High/Advanced Low</b>
Intermediate Low	Intermediate High
I can participate in	I can participate in spontaneous spoken,
	I can maintain spontaneous

	<p>follow-up questions.</p>	<p>topics, creating sentences and series of sentences, and asking a variety of follow-up questions.</p>	<p>complication - using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.</p> <ul style="list-style-type: none"> <li>· I can explain preferences, opinions and emotions, and provide advice on a variety of familiar and some concrete topics that I have researched using connected sentences that may combine to form paragraphs, and asking a variety of questions, often across various time frames.</li> </ul>	<p>and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.</p>
<p><b>Strand</b></p>				
<p><b>Standard</b></p>				
<p><b>Performance Expectations</b></p>				
<p><b>Communicative: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p>				
<p><b>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b></p>				
<p>Childhood</p>				
<p>K - Novice Low</p>				
<p>I can identify practiced or memorized words in very familiar contexts in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</li> <li>· I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</li> <li>· I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul>	<p>1 - Novice Low</p> <p>I can identify practiced or memorized words in very familiar contexts in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</li> <li>· I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</li> <li>· I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</li> </ul>	<p>2 - Novice Mid</p> <p>I can identify some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words and phrases in texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</li> <li>· I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</li> <li>· I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> </ul>	<p>5 - Novice High</p> <p>I can identify the general topic and some basic information in both very familiar and everyday information in both very familiar and everyday</p>	<p>9-diploma - Intermediate High/Advanced Low</p>
<p>6-8 - Intermediate Low/Intermediate Mid</p>				
<p>Early Adolescence</p>				
<p>Adolescence</p>				

<p><b>Intermediate Low</b> I can understand the topic and some pieces of information on familiar topics from sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can identify the topic and related information from simple sentences in short informational texts.</li> <li>· I can identify the topic and related information from simple sentences in short fictional texts.</li> <li>· I can identify the main idea in short conversations.</li> </ul>	<p><b>Intermediate Mid</b> I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can understand the main idea and key information in short straightforward informational texts.</li> <li>· I can understand the main idea and key information in short straightforward fictional texts.</li> <li>· I can identify the main idea and key information in short straightforward conversations.</li> </ul>	<p><b>Intermediate High</b> I can usually follow the main message and most pieces of information on familiar topics from sentences and series of connected sentences in various time frames within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.</li> <li>· I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.</li> <li>· I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.</li> </ul>	<p><b>Advanced Low</b> I can understand the main message and some supporting details on familiar and general interest topics across major time frames from complex, organized texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>· I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.</li> <li>· I can follow the main story and some supporting detail across major time frames in fictional texts.</li> <li>· I can understand the main message and some supporting details across major time frames in conversations and discussions.</li> </ul>
<p><b>Strand</b> <b>Standard</b> <b>Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b> <b>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b></p>			
<p>Childhood</p>			
<p><b>K - Novice Low</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li>· I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>· I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>· I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>· I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>	<p><b>1 - Novice Low</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li>· I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>· I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</li> <li>· I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</li> </ul>	<p><b>2 - Novice Mid</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> <li>· I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>· I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>· I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</li> </ul>	<p><b>5 - Novice High</b> I can present information on both very familiar and everyday topics using simple sentences most of the time.</p>
<p><b>3 - Novice Mid</b> I can present information on both very familiar and everyday topics using a variety of practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>4 - Novice High</b> I can present information on both very familiar and everyday topics using simple sentences most of the time.</p>	<p>Adolescence</p>	
<p>6-8 - Intermediate Low/Intermediate Mid Intermediate Low I can communicate</p>			
<p>9-diploma - Intermediate High/Advanced Low Advanced Low I can deliver presentations on</p>			
<p><b>Cultures</b></p>			

<p>Culture, the products, practices, and achievements of a particular nation, people, or social group, is intricately woven throughout the world's languages. Using a target language to explore one's own culture and the cultures that the target language embodies is an experience that creates learners who are aware of and engage with a variety of different perspectives in local and global society, and who are, ultimately, responsible and involved citizens of Maine and the world. Through interacting with global cultures in the World Language classroom, virtually and in various settings and communities, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, and by identifying, comparing, investigating and reflecting on cultural products (e.g., arts, tools, media) and practices (e.g., customs, laws, family rituals), learners will be equipped to interact with others with competence and understanding.</p>	
<p><b>Relating Cultural Practices to Perspectives</b></p>	
<p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p><b>Relating Cultural Products to Perspectives</b></p>	
<p><b>Cultures: Interact with cultural competence and understanding</b></p>	
<p><b>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.</b></p>	
<p><b>Performance Expectations</b></p>	
<p>Childhood</p>	
<p>K - Novice Low</p>	<p>1 - Novice Low</p>
<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>
<p>3 - Novice Mid</p>	<p>4 - Novice High</p>
<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>
<p>2 - Novice Mid</p>	<p>5 - Novice High</p>
<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>
<p>Adolescence</p>	
<p>Early Adolescence</p>	
<p>6-8 - Intermediate Low/Intermediate Mid</p>	<p>9-diploma - Intermediate High/Advanced Low</p>
<p>In my own and other cultures, I can make comparisons among cultural practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can demonstrate and engage in typical cultural practices related to everyday life and personal interests or studies.</li> <li>In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.</li> <li>In my own and other cultures, I can identify and compare historical eras.</li> </ul>	<p>In my own and other cultures, I can analyze and explain some diversity among cultural practices and how they relate to perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can engage in or analyze some authentic cultural practices related to everyday life and personal interests or studies.</li> <li>In my own and other cultures, I can analyze and explain how a variety of practices within familiar and social situations are related to perspectives.</li> <li>In my own and other cultures, I can analyze and explain how cultural practices have changed through historical eras.</li> <li>In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural practices.</li> </ul>
<p><b>Cultures: Interact with cultural competence and understanding</b></p>	
<p><b>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.</b></p>	
<p><b>Performance Expectations</b></p>	
<p>Childhood</p>	
<p>K - Novice Low</p>	<p>1 - Novice Low</p>
<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify practices to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify typical practices related to familiar everyday life.</li> </ul>
<p>2 - Novice Low</p>	<p>2 - Novice Mid</p>

<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>	<p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>	<p>3 - Novice Mid</p> <p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>	<p>4 - Novice High</p> <p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>	<p>5 - Novice High</p> <p>In my own and other cultures, I can identify products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can identify some typical products related to familiar everyday life.</li> </ul>						
<p style="text-align: center;">Early Adolescence</p> <p>6-8 - Intermediate Low/Intermediate Mid</p> <p>In my own and other cultures, I can make comparisons among cultural products to help me understand perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can compare products related to everyday life and personal interests or studies.</li> <li>In my own and other cultures, I can identify and compare historical eras.</li> </ul> <p style="text-align: center;">Adolescence</p> <p>9-diploma - Intermediate High/Advanced Low</p> <p>In my own and other cultures, I can analyze and explain diversity among cultural products and how they relate to perspectives.</p> <ul style="list-style-type: none"> <li>In my own and other cultures, I can analyze and explain how a variety of products of public and personal interest are related to perspectives.</li> <li>In my own and other cultures, I can analyze and explain how cultural products have changed through historical eras.</li> <li>In my own and other cultures, I can analyze and explain how cultural perspectives have changed or remained the same through historical eras in relation to cultural products.</li> </ul>												
<p style="text-align: center;"><u>Connections</u></p> <p>In order for students to become self-directed lifelong learners, integrated and informed thinkers and responsible citizens, they will begin to make connections between the target language and other content areas starting at the novice level. Through their study of another language, students will investigate a variety of products and practices that make them aware of cultural differences in perspective and tap into their prior knowledge. As their abilities in the language grow, students will be able to effectively communicate those connections and explain the differences in cultural perspectives in their own language(s) and the target language in a variety of topics. This depth of experience through a variety of activities in all content areas will serve to assist students as they make decisions about their post-graduate work. The connections that students make between the language and particular areas of interest will allow them to apply that knowledge in the workforce and navigate more successfully with other cultures in a global community.</p>												
<p style="text-align: center;"><b>Making Connections</b></p>												
<p><b>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</b></p>												
<p><b>Acquiring Information and Diverse Perspectives</b></p> <p>Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>												
<p><b>Strand</b></p> <p>Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>												
<p><b>Standard</b></p> <p>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.</p>												
<p><b>Performance Expectations</b></p>												
<p style="text-align: center;">Childhood</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1240 140 1312 609"> <p>K - Novice Low</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul> </td> <td data-bbox="1240 609 1312 877"> <p>1 - Novice Low</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul> </td> <td data-bbox="1240 877 1312 1146"> <p>2 - Novice Mid</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul> </td> </tr> <tr> <td data-bbox="1312 140 1383 609"> <p>3 - Novice Mid</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul> </td> <td data-bbox="1312 609 1383 877"> <p>4 - Novice High</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul> </td> <td data-bbox="1312 877 1383 1146"> <p>5 - Novice High</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul> </td> </tr> </table>							<p>K - Novice Low</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>1 - Novice Low</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>2 - Novice Mid</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>3 - Novice Mid</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>4 - Novice High</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>5 - Novice High</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>
<p>K - Novice Low</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>1 - Novice Low</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>2 - Novice Mid</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>										
<p>3 - Novice Mid</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>4 - Novice High</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>5 - Novice High</p> <p>I can identify basic language connections to other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>										

	<p>I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>· I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>· I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>	<p>I can identify connections between other Maine Learning Results content areas and the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>· I can use information that I've learned in other content areas to make connections between the language and culture(s) being studied and my own.</li> </ul>
	<p>Early Adolescence</p> <p>6-8 - Intermediate Low/Intermediate Mid</p>		
	<p>I can apply information acquired in other MLR content areas to further my knowledge and skills in the target language and associated culture(s).</p> <ul style="list-style-type: none"> <li>· I can apply information and/or skills from other MLR content areas including literature, social studies, science and technology, and/or the visual and performing arts to topics discussed in the world language classroom.</li> </ul>	<p>I can use resources in the target language to enhance my knowledge of other MLR content areas and associated culture(s).</p> <ul style="list-style-type: none"> <li>· I can make connections to other content areas by assessing, interpreting, and reviewing information gathered through target language resources.</li> </ul>	<p>9-diploma - Intermediate High/Advanced Low</p>
<b>Strand</b>	<p><b>Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</b></p>		
<b>Standard</b>	<p><b>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</b></p>		
<b>Performance Expectations</b>	<p>Childhood</p>		
	<p>K - Novice Low</p> <p>I can recognize some similarities and differences in how information is organized in the target culture(s), and in my own culture(s).</p> <ul style="list-style-type: none"> <li>· I can connect knowledge of simple structures and practices from my own language(s) and culture(s) to another.</li> </ul>	<p>1 - Novice Low</p> <p>I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s).</p> <ul style="list-style-type: none"> <li>· I can connect knowledge of simple structures and practices from my own language(s) and culture(s) to another.</li> </ul>	<p>2 - Novice Mid</p> <p>I can recognize some similarities and differences in how information is organized in the target culture(s) and in my own culture(s).</p> <ul style="list-style-type: none"> <li>· I can connect knowledge of simple structures from my own language(s) and culture(s) to another.</li> </ul>
	<p>3 - Novice Mid</p> <p>I can recognize some distinctive viewpoints available only through authentic target language resources.</p> <ul style="list-style-type: none"> <li>· I can connect knowledge of structures and practices from my own language(s) and culture(s) to another.</li> <li>· I can identify information about the target culture(s) through culturally authentic communication.</li> </ul>	<p>4 - Novice High</p> <p>I can recognize some distinctive viewpoints available only through sources from the target language.</p> <ul style="list-style-type: none"> <li>· I can connect knowledge of structures and practices from my own language(s) and culture(s) to another.</li> <li>· I can identify information about the target culture(s) through culturally authentic communication.</li> </ul>	<p>5 - Novice High</p> <p>I can recognize some distinctive viewpoints available only through sources from the target language.</p> <ul style="list-style-type: none"> <li>· I can connect knowledge of structures and practices from my own language(s) and culture(s) to another.</li> <li>· I can identify information about the target culture(s) through culturally authentic communication.</li> </ul>
	<p>Early Adolescence</p> <p>6-8 - Intermediate Low/Intermediate Mid</p>		
	<p>I can locate authentic resources and identify ideas about the language and associated culture(s) that are available only through authentic target language resources.</p> <ul style="list-style-type: none"> <li>· I can locate media or other authentic sources from the target language and the culture(s) in which the target language is the primary form of communication.</li> <li>· I can compare and contrast a perspective and/or practice of a culture(s) with my own culture(s).</li> </ul>	<p>I can locate authentic resources and describe ideas about the language and associated culture(s) that are available only through resources in the target language.</p> <ul style="list-style-type: none"> <li>· I can interpret short samples of discourse in the target language that reflect the culture(s) in which the target language is the primary form of communication and make connections to the viewpoints of the culture(s) associated with the target language(s).</li> <li>· I can locate selected magazines, newspapers, authentic entertainment media and/or electronic media in the target language and use these media as the basis for describing the viewpoints of the culture(s) associated with the target language(s).</li> </ul>	<p>9-diploma - Intermediate High/Advanced Low</p>



	· I can identify products and practices in the target culture.	· I can identify products and practices in the target culture.	· I can identify products and practices in the target culture. · I can compare simple patterns of behavior.
	3 - Novice Mid	4 - Novice High	5 - Novice High
	In my own and other cultures, I can identify products and practices to help me understand perspectives.	In my own and other cultures, I can identify products and practices to help me understand perspectives.	In my own and other cultures, I can identify products and practices to help me understand perspectives.
	· I can identify products and practices in the target culture. · I can compare simple patterns of behavior.	· I can identify products and practices in the target culture. · I can compare patterns of behavior. · I can recognize stereotypes and/or generalizations in my own and other cultures.	· I can identify products and practices in the target culture. · I can compare patterns of behavior. · I can recognize stereotypes and/or generalizations in my own and other cultures.
	Early Adolescence		
	6-8 - Intermediate Low/Intermediate Mid		
	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. · In my own and other cultures, I can compare products and practices related to everyday life and personal interests or studies. · In my own and other cultures, I can identify stereotypes and their role in the past and present treatment of groups and people. · In my own and other cultures, I can recognize the perspectives of those from different cultures to build empathy. · In my own and other cultures, I can communicate using some culturally appropriate behaviors and make basic comparisons among them.	In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives. · In my own and other cultures, I can explain how a variety of products and practices of public and personal interest are related to perspectives. · In my own and other cultures, I can explain how group identities have been formed by stereotypes and their role in the past and present treatment of groups and people. · In my own and other cultures, I can take the perspectives of those from different cultures to build empathy. · In my own and other cultures, I can communicate using culturally appropriate behaviors and make comparisons among them.	9-diploma - Intermediate High/Advanced Low
	Adolescence		
<b>Communities</b>			
When students are learning a new language, they are doing so in the context of others who use this language. Learning a new language is a bridge to cultures, past, present, and future, and creates a personal connection for students and places them in a community. A community is a group of people who share in a common experience. Community may refer to the school community, to a student's home or family, or to digital connections that are geographically close or throughout the world. Whether students are learning a modern, classical, or signed language, and regardless of rural or urban setting, meaningful community connections enrich their lives and encourage lifelong learning. When students' language study is connected to a community, they are motivated to learn because they can see the real-life application of their learning.			
<b>School and Global Communities</b>		<b>Lifelong Learning</b>	
<b>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b>		<b>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>	
<b>Strand Standard</b>		<b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</b>	
<b>Standard</b>		<b>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.</b>	
<b>Performance Expectations</b>			
	K - Novice Low	Childhood	
	I can interact with the community by identifying or describing the target language outside the classroom.	1 - Novice Low	2 - Novice Mid
	· I can identify the target language in the community. · I can share what I have learned about my target language and culture(s) outside the classroom.	I can interact with the community by identifying or describing the target language outside the classroom.	I can interact with the community by identifying or describing the target language outside the classroom.
	3 - Novice Mid	4 - Novice High	5 - Novice High



	<p>I can interact with the community by identifying or describing the target language outside the classroom.</p> <ul style="list-style-type: none"> <li>· I can identify the target language in the community.</li> <li>· I can share what I have learned about my target language and culture outside the classroom.</li> </ul>	<p>I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.</p> <ul style="list-style-type: none"> <li>· I can engage with resources to share or interact with the community.</li> <li>· I can contribute to the community using cultural or linguistic skills.</li> </ul>	<p>I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.</p> <ul style="list-style-type: none"> <li>· I can engage with resources to share or interact with the community.</li> <li>· I can contribute to the community using cultural or linguistic skills.</li> </ul>
	<p style="text-align: center;">Early Adolescence</p> <p>6-8 - Intermediate Low/Intermediate Mid</p> <p>I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.</p> <ul style="list-style-type: none"> <li>· I can engage with resources to share or interact with the community.</li> <li>· I can contribute to the community using cultural or linguistic skills.</li> </ul>		
	<p style="text-align: center;">Adolescence</p> <p>9-diploma - Intermediate High/Advanced Low</p> <p>I can interact and collaborate with the community with cultural competence and linguistic skills.</p> <ul style="list-style-type: none"> <li>· I can contribute to resources used in the community.</li> <li>· I can contribute to the community using cultural or linguistic skills while demonstrating awareness and understanding of cultural differences and adjusting my behavior accordingly.</li> </ul>		
<p style="text-align: center;"><b>Strand</b></p>	<p style="text-align: center;"><b>Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</b></p>		
<p style="text-align: center;"><b>Standard</b></p>	<p style="text-align: center;"><b>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b></p>		
<p style="text-align: center;"><b>Performance Expectations</b></p>	<p>Childhood</p>		
	<p>K - Novice Low</p>	<p>1 - Novice Low</p>	<p>2 - Novice Mid</p>
	<p>I can choose goals for growth and reflect on my progress in using and enjoying the target language.</p> <ul style="list-style-type: none"> <li>· I can choose a goal and describe or record my progress.</li> </ul>	<p>I can choose goals for growth and reflect on my progress in using and enjoying the target language.</p> <ul style="list-style-type: none"> <li>· I can choose a goal and describe or record my progress.</li> </ul>	<p>I can choose goals for growth and reflect on my progress in using and enjoying the target language.</p> <ul style="list-style-type: none"> <li>· I can choose a goal and describe or record my progress.</li> </ul>
	<p>3 - Novice Mid</p>	<p>4 - Novice High</p>	<p>5 - Novice High</p>
	<p>I can choose goals for growth and reflect on my progress in using and enjoying the target language.</p> <ul style="list-style-type: none"> <li>· I can choose a goal and describe or record my progress.</li> </ul>	<p>I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community.</p> <ul style="list-style-type: none"> <li>· I can create goals for myself and record and reflect on my progress.</li> </ul>	<p>I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community.</p> <ul style="list-style-type: none"> <li>· I can create goals for myself and record and reflect on my progress.</li> </ul>
	<p>Early Adolescence</p>		
	<p>6-8 - Intermediate Low/Intermediate Mid</p>		
	<p>I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community.</p> <ul style="list-style-type: none"> <li>· I can create goals for myself and record and reflect on my progress.</li> <li>· I can reflect on and explain how language experiences enrich my life.</li> </ul>	<p>I can set goals for myself that facilitate my engagement with the community and reflect on my experiences.</p> <ul style="list-style-type: none"> <li>· I can create goals for myself and record and reflect on my progress.</li> <li>· I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.</li> </ul>	<p>I can set goals for myself that facilitate my engagement with the community and reflect on my experiences.</p> <ul style="list-style-type: none"> <li>· I can create goals for myself and record and reflect on my progress.</li> <li>· I can reflect on and explain how language experiences enrich my life and provide me with advanced opportunities.</li> </ul>