

<p>Interpretive Mode of Communication - MLIV.INT1</p>	<p>A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.</p>	<p>pp. 64, 69, 84, 112, 159, 166</p>
	<p>B. Exchange ideas clearly using level-appropriate material.</p>	<p>pp. 85, 182, 231, 271, 315, 368</p>
	<p>C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.</p>	
	<p>D. Use self-correction.</p>	<p>pp. 92, 140, 189, 237, 277</p>
	<p>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>pp. 92, 140, 189, 237, 277</p>
	<p>The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:</p>	
	<p>A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.</p>	<p>pp. 39, 91, 138, 139, 236</p>
	<p>B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.</p>	<p>pp. 89, 90, 91, 233, 234, 236</p>
<p>C. Comprehend and react to current events and issues presented through print and electronic media.</p>	<p>pp. 52, 53, 154, 155, 209</p>	

<p>Presentational Mode of Communication - MLIV.P1</p>	<p>D. Understand simple connected discourse.</p> <p>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.</p> <p>The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:</p> <p>A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.</p> <p>B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.</p> <p>C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.</p> <p>D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate.</p> <p>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</p>	<p>pp. 224, 225, 249, 250, 290, 291</p> <p>pp. 43, 94, 224, 225, 249, 250, 290, 291</p> <p>pp. 124, 125, 154, 155, 202, 203</p> <p>pp. 44, 45, 144, 145, 192, 193</p> <p>pp. 141, 190, 238, 278, 328, 375</p> <p>pp. 44, 45, 144, 145, 280, 281</p> <p>pp. 141, 190, 238, 278, 328, 375</p>
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<p>MLIV.CCC2</p>	<p>B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.</p> <p>C. Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.</p> <p>The students investigate the similarities and differences that exist within and among the cultures studied. The students:</p> <p>A. Discuss the influences of events and issues of the relationships between countries where the target language is spoken and the students' own culture.</p> <p>B. Discuss how members of the target culture(s) view the United States.</p> <p>C. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.</p>	<p>pp. 192, 193, 240, 241, 280, 281</p> <p>pp. 240, 241, 280, 281, 315, 469</p>
<p>MLIV.CCC3</p>	<p>The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:</p> <p>A. Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.</p>	<p>pp. 144, 145, 280, 281, 330, 331</p> <p>pp. 102, 140, 189, 327, 476</p>

<p>MLIV.CCC4</p>	<p>B. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.</p> <p>The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:</p> <p>A. Discuss information acquired through the use of media, entertainment, and technology in the target language.</p> <p>B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.</p>	<p>pp. 114, 115, 120, 156, 157, 158</p> <p>pp. 144, 192, 240, 280, 330, 378</p> <p>pp. 144, 192, 240, 280, 330, 378</p>
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