

Novice Level (7-12)

Adopted 2020

Interpretive Intercultural Communication

INT-C. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions. NL.INT-C

1. Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. NL.INT-C.1
2. Recognize a few very simple behaviors in other cultures. NL.INT-C.2
3. Understand a few familiar words or phrases in: NL.INT-C.3
 - a. Authentic informational texts; NL.INT-C.3.A
 - b. Authentic fictional texts; NL.INT-C.3.B
 - c. Overheard or observed conversations. NL.INT-C.3.C

INT-C. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions. NM.INT-C

1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NM.INT-C.1
2. Identify familiar or everyday behaviors in other cultures. NM.INT-C.2
3. Understand very basic information in: NM.INT-C.3
 - a. Authentic informational texts; NM.INT-C.3.A
 - b. Authentic fictional texts; NM.INT-C.3.B
 - c. Overheard or observed conversations. NM.INT-C.3.C

INT-C. Identify the topic and basic related information from simple sentences. NH.INT-C

1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. NH.INT-C.1
 2. Identify and compare familiar or everyday behaviors in native and other cultures. NH.INT-C.2
 3. Understand the topic and some isolated facts in: NH.INT-C.3
 - a. Authentic informational texts; NH.INT-C.3.A
 - b. Authentic fictional texts; NH.INT-C.3.B
 - c. Overheard or observed conversations. NH.INT-C.3.C
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Interpretive Literacy

INT-LIT. Use literacy skills to make meaning from authentic texts* that are spoken, written or signed. NL.INT-LIT

1. Recognize cognates and familiar or practiced words, as well as nontraditional letters, accents, characters or tone marks. NL.INT-LIT.1
 2. Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles. NL.INT-LIT.2
 3. Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?" NL.INT-LIT.3
 4. Make personal connections to a text using prior knowledge or experiences. NL.INT-LIT.4
 5. Use digital and cultural resources appropriately. NL.INT-LIT.5
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INT-LIT. Use literacy skills to comprehend authentic texts* that are spoken, written or signed. NM.INT-LIT

1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks. NM.INT-LIT.1
 2. Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules. NM.INT-LIT.2
 3. Use literal or factual self-questioning before, during and after engaging with texts, such as "What time, who is, why or how?" NM.INT-LIT.3
 4. Make personal connections to a text using prior knowledge or experiences. NM.INT-LIT.4
 5. Use digital and cultural resources appropriately. NM.INT-LIT.5
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INT-LIT. Use literacy skills to comprehend authentic texts* that are spoken, written or signed. NH.INT-LIT

1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. NH.INT-LIT.1
 2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions. NH.INT-LIT.2
 3. Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as "What happened or what might happen next?" NH.INT-LIT.3
 4. Make simple text-to-text connections using information from previous texts. NH.INT-LIT.4
 5. Select relevant digital and cultural resources and use appropriately. NH.INT-LIT.5
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Interpretive Listening And Viewing

INT-ILV. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions. NL.INT-ILV

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
 - Holidays, celebrations;School supplies, school schedules. NL.INT-ILV.1
 - a. Recognize a few individual words in a voicemail or public announcement. NL.INT-ILV.1.A
 - 2. Recognize common opening and closing words in oral or video storytelling. NL.INT-ILV.2
 - 3. Follow simple directions for classroom tasks or routines. NL.INT-ILV.3
 - 4. Recognize very basic information or questions from overheard or observed conversations, such as greetings, introductions, name, title or age. NL.INT-ILV.4

INT-ILV. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions. NM.INT-ILV

1. Identify similarities and differences between typical cultural products, and practices to help understand perspectives in native and other cultures, such as:
 - Food, mealtimes, importance of dining together;Clothing, leisure activities, appropriate dress. NM.INT-ILV.1
 - 2. Recognize repeated words, taglines or short quotes from jingles, travel ads or movie trailers. NM.INT-ILV.2
 - 3. Identify simple phrases describing physical or personality traits of a cartoon or movie character. NM.INT-ILV.3
 - 4. Follow directions to pack a suitcase or fill in a graphic organizer. NM.INT-ILV.4
 - 5. Identify basic information and questions from overheard or observed conversations, such as phone number, residence, family members and occupation. NM.INT-ILV.5

INT-ILV. Identify the topic and basic related information from simple sentences. NH.INT-ILV

1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Video and cell phones, school life, importance of extracurriculars;
 - Currency, shopping, saving vs spending. NH.INT-ILV.1
2. Identify individual facts from radio or video ads, such as product name, cost and where to buy it. NH.INT-ILV.2
3. Identify individual events in an episode of a video-streamed series, including characters, setting or theme. NH.INT-ILV.3
4. Follow simple steps in an online video to make food or draw an image. NH.INT-ILV.4
5. Identify simple information and questions about weekend plans or preferences from a conversation among peers. NH.INT-ILV.5

Interpretive Reading

INT-IR. Identify practiced or familiar words and phrases supported by visuals, gestures and facial expressions. NL.INT-IR

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:
 - Greetings, how people greet others;
 - Clothing, how people dress. NL.INT-IR.1
2. Recognize a few individual words in school schedules, menus or headlines. NL.INT-IR.2
3. Recognize characters' names in a fairy tale or a few words in a movie poster. NL.INT-IR.3
4. Follow familiar instructions or routines posted in the classroom. NL.INT-IR.4
5. Recognize question words in a text or email. NL.INT-IR.5

INT-IR. Identify basic facts from practiced or familiar words and phrases supported by visuals, gestures and facial expressions NM.INT-IR

1. Identify similarities and differences between typical cultural products and practices to understand perspectives in native and other cultures, such as:
 - Decorations, how people celebrate, reasons for celebrations;
 - Types of houses, dining habits, size of rooms. NM.INT-IR.1
2. Identify items on a shopping list, food label categories or information from a weather forecast with symbols. NM.INT-IR.2
3. Identify simple facts from captions in an illustrated book or simple phrases describing a story character. NM.INT-IR.3
4. Follow a printed schedule or simple website recipe. NM.INT-IR.4
5. Recognize very common abbreviations in a social media post. NM.INT-IR.5

INT-IR. Identify the topic and basic related information from simple sentences. NH.INT-IR

1. Identify and make simple comparisons between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Meals, grocery shopping, food trends;
 - Rooms in a house, use of space, size of appliances.NH.INT-IR.1
 2. Identify the topic and a few events in a family story or historical account. NH.INT-IR.2
 3. Identify some details or actions from a scene in a play, including characters, setting or theme. NH.INT-IR.3
 4. Follow multiple steps to learn a simple dance or complete a scavenger hunt. NH.INT-IR.4
 5. Identify simple descriptions in a group text. NH.INT-IR.5
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**Interpersonal
Intercultural
Communication**

INP-C. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures. NL.INP-C

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NL.INP-C.1
 2. Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification. NL.INP-C.2
 3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation. NL.INP-C.3
 4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. NL.INP-C.4
 5. Use digital and cultural resources appropriately. NL.INP-C.5
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INP-C. Use interpersonal skills to interact, negotiate meaning and communicate effectively. NM.INP-C

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. NM.INP-C.1
2. Use very simple verbal and non-verbal interjections, rejoinders, requests for clarification, interrogatives or transition words. NM.INP-C.2
3. Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch. NM.INP-C.3
4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. NM.INP-C.4
5. Use digital and cultural resources appropriately. NM.INP-C.5

INP-C. Use interpersonal skills to interact, negotiate meaning and communicate effectively. NH.INP-C

1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest. NH.INP-C.1
2. Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words. NH.INP-C.2
3. Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch. NH.INP-C.3
4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation. NH.INP-C.4
5. Select relevant digital and cultural resources and use appropriately. NH.INP-C.5

**Interpersonal Listening
And Speaking Or Signing**

INP-LSS. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures. NL.INP-LSS

1. Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as:
 - Flags, flag design;
 - Days of the week, telling the date. NL.INP-LSS.1
2. Imitate culturally appropriate behavior at a festival or holiday celebration. NL.INP-LSS.2
3. Respond when asked the price of a lunch item. NL.INP-LSS.3
4. Volunteer when the teacher asks for help in the classroom. NL.INP-LSS.4
5. Tell favorite type of animal or pet to a visitor from an international zoo. NL.INP-LSS.5

INP-LSS. Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences. NM.INP-LSS

1. Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Invitations, special occasions, reasons for celebrations;
 - Rooms in a house, house design, what makes a house a home. NM.INP-LSS.1
2. Use rehearsed culturally appropriate behavior when purchasing an item. NM.INP-LSS.2
3. Ask and answer simple questions about the weather when deciding what to wear to an outdoor event NM.INP-LSS.3
4. Interact with the waiter to ask for food at a café or restaurant. NM.INP-LSS.4
5. Ask and answer simple questions with a peer about favorite singers or movies. NM.INP-LSS.5

INP-LSS. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time. NH. INP-LSS

1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - School schedules, course selection, importance of academics;
 - National parks, study of geography, importance of natural resources. NH. INP-LSS.1
 - 2. Use foreign currency with an understanding of its conversion value. NH. INP-LSS.2
 - 3. Ask and answer simple questions about an infographic on a topic of interest NH. INP-LSS.3
 - 4. Interact with a group of friends to plan deadlines and who will do what for an upcoming event. NH. INP-LSS.4
 - 5. Exchange opinions about which photo apps are more useful than others and tell why. NH. INP-LSS.5

**Interpersonal Reading
And Writing**

INP-IRW. Communicate with others by answering a few practiced questions with words and phrases and the help of visuals or gestures. NL. INP-IRW

1. Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as:
 - Months, calendars;
 - Types of pets, popular pet names NL. INP-IRW.1
 - 2. Use culturally appropriate greetings or abbreviations in a text message. NL. INP-IRW.2
 - 3. Tell what time lunch is in response to a new student's text. NL. INP-IRW.3
 - 4. Respond to a family member's text asking what type of takeout food to bring home. NL. INP-IRW.4
 - 5. Respond to a simple interactive survey about favorite pets, movies or clothes. NL. INP-IRW.5

INP-IRW. Communicate with others by asking and answering a few practiced questions using words, phrases and simple sentences. NM.INP-IRW

1. Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Famous artists, art styles, art appreciation;
 - School subjects, required tests, teen attitudes toward testing. NM.INP-IRW.1
2. Use culturally appropriate word order and punctuation when exchanging time, date, phone number or price. NM.INP-IRW.2
3. Ask and answer questions about weather, hobbies or hometown in an online conversation. NM.INP-IRW.3
4. Exchange holiday greetings with a peer or family member via text message. NM.INP-IRW.4
5. React to a text from a friend about a new movie and ask for an opinion about the film. NM.INP-IRW.5

INP-IRW. Communicate with others by asking and answering practiced and some original questions using simple sentences most of the time. NH.INP-IRW

1. Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Monuments, monument names, national pride;
 - Cultural landmarks, architecture, landmarks' popularity. NH.INP-IRW.1
2. Use culturally appropriate formatting of contact information when buying items or event tickets from an online seller. NH.INP-IRW.2
3. Send an electronic invitation to teachers for a school performance and answer questions they may have. NH.INP-IRW.3
4. Exchange information with your manager at work to request a day off or change your schedule. NH.INP-IRW.4
5. Write to an e-pal to talk about a new favorite singer from another culture NH.INP-IRW.5

Presentational Intercultural Communication

P-C. Present information using practiced or familiar words and phrases with the help of gestures or visuals. NL.P-C

1. Identify a few typical products and practices related to familiar, everyday life in native and other cultures. NL.P-C.1
2. Present in very familiar intercultural situations using memorized or practiced language and behaviors. NL.P-C.2
3. Name very familiar people, places and objects. NL.P-C.3
4. Provide very basic details about self. NL.P-C.4
5. Express likes and dislikes about very familiar topics from native and other cultures. NL.P-C.5

P-C. Present information using a mixture of practiced and familiar words, phrases and simple sentences. NM.P-C

1. Identify typical products and practices related to familiar, everyday life in native and other cultures. NM.P-C.1
2. Present in very familiar intercultural situations using practiced or learned language and behaviors. NM.P-C.2
3. Give simple information about very familiar topics. NM.P-C.3
4. Provide simple details about self, interests and activities. NM.P-C.4
5. Express likes and dislikes about familiar topics from native and other cultures. NM.P-C.5

P-C. Present information using mostly simple sentences and transitions. NH.P-C

1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures. NH.P-C.1
2. Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness. NH.P-C.2
3. Give simple descriptions of familiar and everyday topics. NH.P-C.3
4. Provide details about personal life, interests and activities. NH.P-C.4
5. Express preferences on familiar and everyday topics or topics of interest from native and other cultures. NH.P-C.5

Presentational Literacy

P-LIT. Use presentational skills to communicate effectively. NL.P-LIT

1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic. NL.P-LIT.1
2. Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience. NL.P-LIT.2
3. Communicate with emerging awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. NL.P-LIT.3
4. Maintain audience interest via gestures, creativity, emotion, technology or visuals. NL.P-LIT.4
5. Use digital and cultural resources appropriately. NL.P-LIT.5

P-LIT. Use presentational skills to communicate effectively. NM.P-LIT

1. Use authentic resources and familiar vocabulary and structures that are relevant to the topic. NM.P-LIT.1
2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience. NM.P-LIT.2
3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. NM.P-LIT.3
4. Maintain audience interest via content, creativity, emotion, humor, technology or visuals. NM.P-LIT.4
5. Use digital and cultural resources appropriately. NM.P-LIT.5

P-LIT. Use presentational skills to communicate effectively. NH.P-LIT

1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic. NH.P-LIT.1
 2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience. NH.P-LIT.2
 3. Communicate with attention to pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility. NH.P-LIT.3
 4. Maintain audience interest via details, creativity, emotion, humor, technology or visuals. NH.P-LIT.4
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Select relevant digital and cultural resources and use appropriately. NH.P-

LIT.5

Presentational Speaking Or Signing

P-PSS. Present information using practiced or familiar words and phrases with the help of gestures or visuals. NL.P-PSS

1. Name very familiar cultural products and practices in native and other cultures, such as:
 - Foods, portion size;Artists, art movements. NL.P-PSS.1
 - 2. Use culturally appropriate language and rehearsed or imitated behavior. NL.P-PSS.2
 - 3. List familiar places on a state or local map when planning a trip. NL.P-PSS.3
 - 4. Give a phone number or the combination to unlock a locker. NL.P-PSS.4
 - 5. Tell name, age, phone number and email address when introducing oneself. NL.P-PSS.5
 - 6. Tell likes and dislikes of clothing colors, leisure activities, songs or menu items. NL.P-PSS.6

P-PSS. Present information using a mixture of practiced and familiar words, phrases and simple sentences. NM.P-PSS

1. Identify typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Invitations, special occasions, rites of passage;Tongue twisters, typical games, value of traditional rhymes. NM.P-PSS.1
 - 2. Use culturally appropriate language and rehearsed or imitated behavior. NM.P-PSS.2
 - 3. Give simple information about classes or teachers when presenting a schedule. NM.P-PSS.3
 - 4. Use familiar commands and courtesy phrases during a game with peers. NM.P-PSS.4
 - 5. Give simple likes, dislikes, personality and physical traits of self and other members in a family tree. NM.P-PSS.5
 - 6. Tell degree of personal preferences for holidays, foods, actors or authors. NM.P-PSS.6

P-PSS. Present information using mostly simple sentences and transitions. NH.P-PSS

1. Identify similarities and differences between cultural products and practices to help understand perspectives in native and other cultures, such as:
 - School schedules, course selection, importance of academics;Rooms in a house, house design, what makes a house a home. NH.P-PSS.1
 - 2. Use culturally appropriate language and learned behaviors. NH.P-PSS.2
 - 3. Describe simple daily routines such as eating lunch in the cafeteria or getting ready for school. NH.P-PSS.3
 - 4. Give a friend driving directions from school to a destination. NH.P-PSS.4

5. Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions. **NH.P-PSS.5**
 6. Recommend places to shop, eat or vacation, using simple details. **NH.P-PSS.6**
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Presentational Writing

P-W. Present information using practiced or familiar words and phrases with the help of gestures or visuals. **NL.P-W**

1. Name very familiar cultural products and practices in native and other cultures, such as:
 - Careers, formal and informal titles;
 - School supplies, back-to-school events.**NL.P-W.1**
 2. Use culturally appropriate greetings or abbreviations in a text message. **NL.P-W.2**
 3. Use a simple catchphrase in a text message to a friend. **NL.P-W.3**
 4. Write a simple shopping list for school supplies, food, clothes or books. **NL.P-W.4**
 5. Text personal contact information to a friend, such as name, email address and social media username. **NL.P-W.5**
 6. List favorite technology devices in a classroom survey. **NL.P-W.6**
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P-W. Present information using a mixture of practiced and familiar words, phrases and simple sentences. **NM.P-W**

1. Identify typical cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Musical instruments, music performances, music appreciation;
 - School subjects, telling time, importance of school.**NM.P-W.1**
2. Use culturally appropriate word order and punctuation when writing time, date, address, phone number or price. **NM.P-W.2**
3. Create a meme with a simple caption to describe oneself. **NM.P-W.3**
4. Provide information in a passport application before a trip overseas. **NM.P-W.4**
5. Make a Venn Diagram comparing physical and personality traits of two friends, family members or fictional characters. **NM.P-W.5**
6. Rank favorite entertainment options for an online survey. **NM.P-W.6**

P-W. Present information using mostly simple sentences and transitions. NH.P-W

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:
Monuments, architecture, national pride;National parks, history of park names, popular parks. NH.P-W.1
2. Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event. NH.P-W.2
3. Publish a promotional poster or video to advertise a school or musical event. NH.P-W.3
4. Fill in a planner with steps to meet a deadline for a school, work or extracurricular project. NH.P-W.4
5. Compare soccer fans to rugby or football fans in an article for the school newspaper. NH.P-W.5
6. Make a top five list of music streaming platforms, listing pros and cons. NH.P-W.6

Classical Languages

1. Identify a few very familiar cultural products and practices in native and other cultures, such as:Traditional foods;Holidays;Clothing;Roman numerals or Greek alphabet;Family;Education;Human beings and the gods;Roman values. NL.CL.1

2. Identify a few holidays and their modern equivalent, such as Saturnalia or Lupercalia. NL.CL.2

3. Connect simple words, phrases, Roman numerals or Greek letters to their meaning or image. NL.CL.3

4. Use knowledge of language patterns or structures to deepen understanding. NL.CL.4

5. Greet peers or introduce oneself. NL.CL.5

6. Respond to simple questions about familiar topics, such as family, education or foods. NL.CL.6

7. Participate in a reenactment of a Roman or Greek ceremony. NL.CL.7

8. Name or label familiar people, places, things or events. NL.CL.8

1. Identify similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as:Celebrating holidays;Manner of dress;Dining posture;Types and rooms of Roman or Greek houses;Importance of mythology;War and empire. NM.CL.1

2. Identify simple facts from a caption on a photo. NM.CL.2

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3. Understand simple phrases describing a historical character. NM.CL.3

 4. Recognize all Roman numerals or Greek letters. NM.CL.4

 5. Use knowledge of language patterns or structures to deepen understanding. NM.CL.5

 6. Ask and answer simple questions related to the current topic or content. NM.CL.6

 7. Share simple facts from a cultural reading or lesson. NM.CL.7

 8. Recite short phrases or simple lines from poems and rhymes. NM.CL.8

 9. Create a meme with a simple caption to describe oneself. NM.CL.9

 1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and other cultures, such as:
 - Tombstones, political graffiti, mile markers;Use and importance of Roman baths;Influence of legendary and historical figures and events;Views of non-Romans or non-Greeks. NH.CL.1

 - 2. Identify the topic or basic facts or details from tombstones, mile markers, political graffiti or excerpts from texts or letters. NH.CL.2

 - 3. Identify the topic and a few details about events or people from history or literature. NH.CL.3

 - 4. Use knowledge of structures and syntax to deepen understanding. NH.CL.4

 - 5. Create a Venn diagram with a peer comparing Roman and U.S. houses. NH.CL.5

 - 6. Create a simple cultural skit or reenactment with a peer. NH.CL.6

 - 7. Create simple cultural products, such as tombstones or political graffiti. NH.CL.7

 - 8. Recreate a scene from a myth or historical event. NH.CL.8

American Sign Language

1. Identify a few very familiar cultural products and practices in native and Deaf cultures, such as:
 - Assistive devices;Landmarks;Traditional and popular songs;Greetings and leave-takings. NL.ASL.1

 - 2. Understand a few numbers, food items or survival signs. NL.ASL.2

 - 3. Recognize a few short finger-spelled words or names. NL.ASL.3

 - 4. Follow a few simple classroom directions. NL.ASL.4

 - 5. Exchange greetings and introductions with a peer. NL.ASL.5

6. Fingerspell name. NL.ASL.6

7. Respond to yes, no, who, what, when and where questions. NL.ASL.7

8. Sign numbers from 1-10. NL.ASL.8

9. Sign name, age, phone number and email address. NL.ASL.9

10. Sign simple directions or a line from a simple poem. NL.ASL.10

1. Identify similarities and differences in typical cultural products and practices to help understand perspectives in native and Deaf cultures, such as:

- House design;
- Support clubs, agencies and organizations;
- Common table settings.

NM.ASL.1

2. Identify days of the week and time. NM.ASL.2

3. Recognize some common weather expressions, locations or feelings. NM.ASL.3

4. Recognize a few variations on simple signs or phrases. NM.ASL.4

5. Exchange both formal and informal greetings. NM.ASL.5

6. Ask and answer simple questions about family, friends, activities or school. NM.ASL.6

7. Ask who, what, when, where and why questions. NM.ASL.7

8. Sign the main cities on a map. NM.ASL.8

9. Sign daily schedule of activities with times. NM.ASL.9

10. Sign simple information based on photos of animals, historical figures or sports. NM.ASL.10

1. Identify similarities and differences in simple cultural products and practices to help understand perspectives in native and Deaf cultures, such as:

- Regional differences in languages;
- Storytelling traditions;
- Use of technology to communicate.

NH.ASL.1

2. Recognize the difference between a question and statement about age, activities or family. NH.ASL.2

3. Follow a simple math problem with figures. NH.ASL.3

4. Understand a simple transaction between a customer and clerk. NH.ASL.4

5. Ask and answer simple questions about dates, times, places and events on posters or tickets. NH.ASL.5

6. Ask for and give simple directions to a location. NH.ASL.6

7. Make plans with a peer about where to go and when to meet. NH.ASL.7

8. Give biographical facts about others. NH.ASL.8

9. Express how to prepare a food or follow a simple routine. NH.ASL.9

10. Give simple facts or details about a landmark or place visited. NH.ASL.10