

## Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).

### (a) General requirements.

(1) Levels V, VI, and VII - Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:

(A) participate fully in casual conversations in culturally appropriate ways;

(B) explain, narrate, and describe in past, present, and future time when speaking and writing;

(C) understand main ideas and most details of material on a variety of topics when listening and reading;

(D) write coherent paragraphs;

(E) cope successfully in problematic social and survival situations;

(F) achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and

(G) apply knowledge of culture when communicating.

(3) The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.

(4) Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

### (b) Introduction.

(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than

English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;

(B) interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and

(C) present information, concepts, and ideas on a variety of topics to listeners and readers.

(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:

(A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and

(B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:

(A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:

(A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.