



(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(i) generate relevant questions with instructor guidance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(ii) generate researchable questions with instructor guidance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(iii) generate relevant questions with instructor approval
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(iv) generate researchable questions with instructor approval
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(i) communicate with accuracy in order to participate fully in conversations on a variety of topics in formal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(ii) communicate with accuracy in order to participate fully in conversations on a variety of topics in informal settings from multiple perspectives



Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(C) comprehend language from within the cultural framework, including the use of nuance and subtlety	(i) comprehend language from within the cultural framework, including the use of nuance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(C) comprehend language from within the cultural framework, including the use of nuance and subtlety	(ii) comprehend language from within the cultural framework, including the use of subtlety
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(D) produce formal and informal correspondence on a variety of social, academic, or professional topics	(i) produce formal correspondence on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(D) produce formal and informal correspondence on a variety of social, academic, or professional topics	(ii) produce informal correspondence on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(E) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics	(i) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(F) pose relevant questions from the research findings or conclusions for further study	(ii) pose relevant questions from the research findings or conclusions for further study
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(A) collect a variety of visual images such as photographs, paintings, political cartoons, and other media	(i) collect a variety of visual images such as photographs, paintings, political cartoons, and other media

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(B) compile written ideas and representations	(i) compile written ideas
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(B) compile written ideas and representations	(ii) compile written representations
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(C) interpret information and draw conclusions from a wide range of sources	(i) interpret information from a wide range of sources
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(C) interpret information and draw conclusions from a wide range of sources	(ii) draw conclusions from a wide range of sources
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(i) identify bias in written material
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(ii) identify bias in oral material

Knowledge and Skill Statement	Student Expectation	Breakout
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(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to: (D) identify bias in written, oral, and visual material (iii) identify bias in visual material

(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to: (E) use writing and speaking skills for reflection and exploration (i) use writing skills for reflection

(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to: (E) use writing and speaking skills for reflection and exploration (ii) use writing skills for exploration

(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to: (E) use writing and speaking skills for reflection and exploration (iii) use speaking skills for reflection

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(G) present a portfolio</p>	<p>(i) present a portfolio</p>