

Intercultural/International Studies

Course Number	Course Title	Order Number	Student Learning Outcome
ICS 2A	Introduction to Peer Mentoring, Leadership, and Communi		1 Analyze complex social issues and explain how they may affect students' educational outcomes.
ICS 2A	Introduction to Peer Mentoring, Leadership, and Communi		2 Explain historical and current educational practices in the United States as related to equity.
ICS 2A	Introduction to Peer Mentoring, Leadership, and Communi		3 Identify various programs, student services and campus resources designed for student success.
ICS 2B	Practicum in Peer Mentoring, Leadership, and Community I		1 Demonstrate effective interpersonal communication skills.
ICS 2B	Practicum in Peer Mentoring, Leadership, and Community I		2 Assess students' academic and/or personal needs; identify and implement appropriate strategies for addressing these needs.
ICS 2B	Practicum in Peer Mentoring, Leadership, and Community I		3 Collaboratively design and participate in civic engagement projects.
ICS 4	Race, Ethnicity and Inequality		1 Students will demonstrate critical thinking skills by analyzing race, racism, and racial inequality and will discuss different responses to various forms of racism and racial inequality. Emphasis will be on identifying and evaluating social practices and policies aimed at addressing existing forms of racism and racial inequality.
ICS 5	History of Art: Multicultural Arts in the United States		1 Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.

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ICS 5	History of Art: Multicultural Arts in the United States	2 Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.
ICS 5	History of Art: Multicultural Arts in the United States	3 Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.
ICS 5	History of Art: Multicultural Arts in the United States	4 Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
ICS 5	History of Art: Multicultural Arts in the United States	5 Students will demonstrate critical thinking and visual literacy skills through oral communication.
ICS 5	History of Art: Multicultural Arts in the United States	6 Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
ICS 7	Intercultural Communication	1 Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.
ICS 7	Intercultural Communication	2 Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.
ICS 7	Intercultural Communication	3 Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.

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ICS 7H	Intercultural Communication - HONORS	1 Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.
ICS 7H	Intercultural Communication - HONORS	2 Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.
ICS 7H	Intercultural Communication - HONORS	3 Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.
ICS 9	Race and Ethnicity: Belonging and Exclusion in the U.S.	1 Apply theories, concepts, and methodological approaches to analyzing race and ethnicity in relation to processes of inclusion and exclusion in the U.S., with emphasis on conditions of citizenship and immigration.
ICS 10	An Introduction to African American Studies	1 Examine the intersections of social constructions like race, class, gender, and sexual orientation as it relates to the Black and/or African American experience
ICS 10	An Introduction to African American Studies	2 Analyze the impact of institutionalized racism, classism, sexism, homophobia, and other forms of oppression and discrimination on the economic and social conditions of Black and/or African Americans in the United States
ICS 10	An Introduction to African American Studies	3 Examine and evaluate the historical forces and issues that gave rise to African American Studies

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ICS 10	An Introduction to African American Studies	4 Identify and analyze contemporary issues impacting people who identify as Black and/or African American within United States society
ICS 11	Sankofa: The Roots of the African American Experience	1 Acquire an understanding about the historical and social construction of people who identify as African American and/or Black.
ICS 11	Sankofa: The Roots of the African American Experience	2 Define key concepts such as race, ethnicity, culture, capitalism, diaspora, maafa, sankofa, culture, class, and explain how such concepts function within both the African American community and the larger United States society.
ICS 11	Sankofa: The Roots of the African American Experience	3 Recognize and understand the African Diaspora. Understand the role of resistance in African Diasporic social and political thought.
ICS 12	An Introduction to African American Literature	1 Students will analyze the methodology of selected African-American writers.
ICS 12	An Introduction to African American Literature	2 Students will be able to compare and contrast the major themes presented by African-American writers
ICS 12	An Introduction to African American Literature	3 Students will have an understanding of the major African-American non-fiction writers.
ICS 16A	History of Africa to 1800	1 Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis. Assessment.
ICS 16A	History of Africa to 1800	2 Students will demonstrate a geographical command of the continent of Africa.
ICS 16A	History of Africa to 1800	3 Students will understand the impact of pre-colonial Africa on world civilization.

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ICS 16B	History of Africa from 1800 to the Present	1 Students will demonstrate and apply knowledge of 19th, 20th, and 21st century African history to construct defensible statements of meaning and evaluation about this period's developments.
ICS 16B	History of Africa from 1800 to the Present	2 Students will identify, critically evaluate, and interpret 19th, 20th, and 21st century African primary documents to construct historical analysis.
ICS 17	Critical Consciousness and Social Change	1 Identify and analyze the philosophical problems pertaining to critical consciousness and social change.
ICS 17	Critical Consciousness and Social Change	2 Analyze and assess solutions to these problems from a variety of traditions.
ICS 17	Critical Consciousness and Social Change	3 Articulate and defend student's own position on at least one issue related to social change.
ICS 17	Critical Consciousness and Social Change	4 Demonstrate an application of these tools to student's own actions and decisions.
ICS 17H	Critical Consciousness and Social Change - HONORS	1 Identify and analyze the philosophical problems pertaining to critical consciousness and social change.
ICS 17H	Critical Consciousness and Social Change - HONORS	2 Analyze and assess solutions to these problems from a variety of traditions.
ICS 17H	Critical Consciousness and Social Change - HONORS	3 Articulate and defend student's own position on at least one issue related to social change.
ICS 17H	Critical Consciousness and Social Change - HONORS	4 Demonstrate an application of these tools to student's own actions and decisions.
ICS 18A	African American History to 1865	1 Appreciate the influence of West African culture on the lives of African Americans
ICS 18A	African American History to 1865	2 Understand the horrific experience of the Middle Passage for kidnapped Africans

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ICS 18A	African American History to 1865	3 Understand and analyze the role the institution of slavery played in shaping the history of the United States
ICS 18A	African American History to 1865	4 Recognize significant events leading to the Civil War and end of slavery in 1865
ICS 18A	African American History to 1865	5 Demonstrate an awareness of some of the conditions kidnapped and enslaved Africans experienced within the institution of slavery
ICS 18B	African American History Since 1865	1 Understand and evaluate how systematic segregation and institutional racism shaped, and continues to shape, the lives of African Americans in the United States
ICS 18B	African American History Since 1865	2 Investigate the contributions of Black and/or African Americans in shaping the historical, political, social, and economic conditions of the United States
ICS 18B	African American History Since 1865	3 Analyze the significance of the modern day Civil Rights Movement and its impact on creating a more socially just society
ICS 19	Justice, Nature and the Geographies of Identity	1 Be able to analyze social, cultural, natural, and political realities
ICS 19	Justice, Nature and the Geographies of Identity	2 Be able to do a community assets assessment.
ICS 19	Justice, Nature and the Geographies of Identity	3 Be able to access resources to make a difference in the issues of concern to the student.
ICS 20	Asian American Experiences Past to Present	1 Be able to analyze and discuss significant issues and events in Asian American history.
ICS 20	Asian American Experiences Past to Present	2 Be able to research a significant issue related to Asian American history or contemporary community.

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ICS 20	Asian American Experiences Past to Present	3 Become aware and engaged in Asian Pacific American community activity.
ICS 21	Introduction to Pacific Islander History and Culture	1 Analyze and compare the patterns of social culture and values that have framed the experiences of Pacific Islanders in the U.S. and broader diaspora.
ICS 21	Introduction to Pacific Islander History and Culture	2 Analyze and compare the impact of European and U.S. colonialism on Pacific Islander communities and identities.
ICS 21	Introduction to Pacific Islander History and Culture	3 Analyze, compare, and apply the Oral Storytelling Tradition to Pacific Islander lives in the U.S.
ICS 22	Contemporary Asian American Communities	1 Be able to analyze significant issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.
ICS 22	Contemporary Asian American Communities	2 Be able to research a significant issue related to contemporary Asian American community.
ICS 22	Contemporary Asian American Communities	3 Become aware and have capacity to engage in Asian Pacific American community activity.
ICS 24	Asian Pacific American Literature	1 Students will identify multiple cultural and historical issues pertaining to Asian American Pacific Americans in literature.
ICS 24	Asian Pacific American Literature	2 Students will critically analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.
ICS 25	Grassroots Democracy: Race, Politics and the American Proc	1 Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

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ICS 25	Grassroots Democracy: Race, Politics and the American Proc	2 Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.
ICS 25	Grassroots Democracy: Race, Politics and the American Proc	3 Students will identify, critically evaluate, and compare contemporary legacy of migration histories.
ICS 26	Introduction to Lesbian, Gay, Bisexual, Transgender and Qu	1 Demonstrate awareness of assumptions, beliefs, values, and behaviors with regard to sexuality and gender identity.
ICS 26	Introduction to Lesbian, Gay, Bisexual, Transgender and Qu	2 Understand the multiple identities within one's self and recognized the socializing forces of culture, privilege, and oppression in shaping our frames of reference in regards to sexuality and gender identity.
ICS 26	Introduction to Lesbian, Gay, Bisexual, Transgender and Qu	3 Interact and discuss issues of sexuality and gender identity in a safe classroom learning environment.
ICS 27	Grassroots Democracy: Leadership and Power	1 Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.
ICS 27	Grassroots Democracy: Leadership and Power	2 Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

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ICS 27	Grassroots Democracy: Leadership and Power	3 Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.
ICS 27H	Grassroots Democracy: Leadership and Power - HONORS	1 Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.
ICS 27H	Grassroots Democracy: Leadership and Power - HONORS	2 Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.
ICS 27H	Grassroots Democracy: Leadership and Power - HONORS	3 Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.
ICS 28	Social Environmental History	1 Students will demonstrate and apply knowledge the history of human societies' influence on their environments to construct defensible statements of meaning and evaluation about this period's developments.

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ICS 28	Social Environmental History	2 Students will identify, critically evaluate, and interpret history of human societies' influence on their environments primary documents to construct historical analysis.
ICS 29	Cultural Pluralism and American Law and Justice	1 The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today.
ICS 30	Introduction to Chicano/a and Latino/a Studies	1 Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano/a and Latino/a Communities.
ICS 30	Introduction to Chicano/a and Latino/a Studies	2 Students will demonstrate an awareness of historical and contemporary Chicano/a and Latino/a social movements and their relationship to the greater US society.
ICS 30	Introduction to Chicano/a and Latino/a Studies	3 Students will be able to describe the diversity of titles and identities that are found within the Chicano/a and Latino/a Communities.
ICS 31	Chicano/a Culture	1 Students will be able to distinguish, understand and evaluate the elements of cultural syncretism and their respective role within Chicano/a experience.
ICS 31	Chicano/a Culture	2 Students will be able to discuss, evaluate and assess the dynamic nature of culture and processes of culture change.
ICS 31	Chicano/a Culture	3 Student will be able to discuss how and why beliefs, values, assumptions, communications practices interact to shape world views and cultural beliefs within the Chicano/a experience.

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ICS 31	Chicano/a Culture	4 Students will be able to discuss and evaluate the cultural dynamics in bi-cultural, traditional and non-traditional cultural patterns, gender roles, religiosity and various artistic expressions within the present day Chicano/a experience.
ICS 32	Chicano/a and Latino/a History	1 Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.
ICS 32	Chicano/a and Latino/a History	2 Students will be able to assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.
ICS 33	The Chicano/a and Latino/a and the Arts	1 Students will be to distinguish, understand and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a and Latino/a Art
ICS 33	The Chicano/a and Latino/a and the Arts	2 Students will be able to distinguish and understand the concept rascuachismo and assess its impact on the sense of aesthetics within Chicano/a and Latino/a Art.
ICS 35	Chicano/a, Latino/a Literature	1 Students will be able to analyze and evaluate Chicano/a, Latino/a literature in the sociocultural context of Latino and American literary traditions.
ICS 35	Chicano/a, Latino/a Literature	2 Students will be able to assess the history and characteristics of various Mexican American regional literary traditions.

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ICS 36	Grassroots Democracy: Social Movements Since the 1960s	1 Students will investigate and identify key events and experiences of major social protest movements since the 1960's.
ICS 36	Grassroots Democracy: Social Movements Since the 1960s	2 Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.
ICS 36	Grassroots Democracy: Social Movements Since the 1960s	3 Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.
ICS 37	Ancient Peoples of Mesoamerica	1 Students will be able to distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilizations.
ICS 37	Ancient Peoples of Mesoamerica	2 Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology.
ICS 37	Ancient Peoples of Mesoamerica	3 Students will be able to distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.
ICS 37	Ancient Peoples of Mesoamerica	4 Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.

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ICS 38A	Colonial Latin American History	1 Students will demonstrate and apply knowledge of Colonial Latin American history from the 1400s until the 1820s to construct defensible statements of meaning and evaluation about this period's developments.
ICS 38A	Colonial Latin American History	2 Student will able to analyze and describe the significance of the term mestizaje as it pertains to the creating of the culture and society of Colonial Latin America.
ICS 38B	Modern Latin American History	1 Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.
ICS 38B	Modern Latin American History	2 Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.
ICS 41	Native American Contemporary Society	1 Students will recognize and evaluate institutional inequality and practices of social justice in the context of Native American/Alaskan Native Communities.
ICS 41	Native American Contemporary Society	2 Students will demonstrate an awareness of historical and contemporary Native American/Alaskan Native social movements and their relationship to the greater US society.
ICS 41	Native American Contemporary Society	3 Students will be able to describe the diversity of contemporary identities that are found within Native American/Alaskan Native Communities.
ICS 42	California Native Americans	1 Student will actively engage in the prehistorical and historical complex California Native American multicultural past.

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ICS 42	California Native Americans	2 Students will assess the diversity, cultures and cultural changes of California Native American peoples over time.
ICS 43	Native American History	1 Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.
ICS 43	Native American History	2 Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.
ICS 44	Native American Religious Traditions	1 Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and knowing within the American Indian/Alaskan native experience.
ICS 44	Native American Religious Traditions	2 Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.
ICS 45	Survey of Native American Arts	1 Students will be able to identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of Native American and Alaskan Natives.
ICS 45	Survey of Native American Arts	2 Students will be able to identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within Native American/Alaskan Native Arts.

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ICS 46	Native American Literature	1 Students will demonstrate their abilities to analyze Native American traditional and contemporary forms of literature within social, historical, and tribal cultural contexts.
ICS 46	Native American Literature	2 Students will be able to compare and contrast the literature of Native American cultural traditions, including American Indian adaptation and accommodation to Euro-centric literature forms.
ICS 47	Introduction to Disability Studies	1 Students will investigate and identify the experiences of disabled persons and the disability community in the United States.
ICS 47	Introduction to Disability Studies	2 Students will evaluate and analyze the disability justice and disability rights movements over time and the passage of key pieces of legislation and policy impacting disabled persons in the United States.
ICS 55	Civic Leadership for Community Empowerment	1 Demonstrate understanding of public service and leadership in public and non-profit sectors.
ICS 55	Civic Leadership for Community Empowerment	2 Analyze a common issue or topic related to civic engagement/leadership in Silicon in relation to the Asian Pacific American and Latino American communities.
ICS 55	Civic Leadership for Community Empowerment	3 Formulate a plan to guide personal civic journey.
ICS 80	Community Based Learning in Intercultural Studies - Beginr	1 Begin to understand the cultural and social forces that impact their communities
ICS 80	Community Based Learning in Intercultural Studies - Beginr	2 Be able to begin to analyze complex real world situations that involve intercultural issues.

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ICS 80	Community Based Learning in Intercultural Studies - Beginr	3 Begin to develop the skills to make a difference in their communities.
ICS 81	Community Based Learning in Intercultural Studies - Intern	1 Understand at an intermediate level the cultural and social forces that impact their communities
ICS 81	Community Based Learning in Intercultural Studies - Intern	2 Be able to analyze at an intermediate level real world situations that involve intercultural studies.
ICS 81	Community Based Learning in Intercultural Studies - Intern	3 Have the skills at an intermediate level to make a difference in their communities.
ICS 82	Community Based Learning in Intercultural Studies - Advan	1 Understand at an advanced level the cultural and social forces that impact their communities.
ICS 82	Community Based Learning in Intercultural Studies - Advan	2 Be able to analyze at an advanced level real world situations that involve intercultural studies.
ICS 82	Community Based Learning in Intercultural Studies - Advan	3 Have the skills at an advanced level to make a difference in their communities.
INTL 5	Global Issues	1 Students will analyze cultural, political, social and economic dimensions of globalization.
INTL 5	Global Issues	2 Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.

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INTL 8	Sociology of Globalization and Social Change	1 The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.
INTL 8	Sociology of Globalization and Social Change	2 The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.
INTL 10	History of Art: Arts of Asia	1 Students will investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.
INTL 10	History of Art: Arts of Asia	2 Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.
INTL 10	History of Art: Arts of Asia	3 Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.
INTL 10	History of Art: Arts of Asia	4 Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
INTL 10	History of Art: Arts of Asia	5 Students will demonstrate critical thinking and visual literacy skills through oral communication.

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INTL 10	History of Art: Arts of Asia	6 Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
INTL 11	Vietnamese Literature (from Tradition to Asian American Ic	1 Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.
INTL 11	Vietnamese Literature (from Tradition to Asian American Ic	2 Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.
INTL 11	Vietnamese Literature (from Tradition to Asian American Ic	3 Interpret and analyze the various issues inclusive of cultural, psychological and social aspects as presented and discussed by the second generation of writers (the American born generation) in their creative expressions.
INTL 11	Vietnamese Literature (from Tradition to Asian American Ic	4 Select from a number of works among the Vietnamese American literary repertoire to highlight an issue that is prominent within the diaspora and analyze from a number of perspectives.
INTL 13	Introduction to Korean Popular Culture	1 Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.
INTL 13	Introduction to Korean Popular Culture	2 Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.

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INTL 13	Introduction to Korean Popular Culture	3 Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of Korean American identity and culture.
INTL 19A	History of Asian Civilization: China and Japan (to the 19th C	1 Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.
INTL 19A	History of Asian Civilization: China and Japan (to the 19th C	2 Students will be able to examine and critique a sample of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.
INTL 19A	History of Asian Civilization: China and Japan (to the 19th C	3 Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped traditional East Asian aesthetics and artistic sensibilities.
INTL 19B	History of Asian Civilization: China and Japan (19th - 21st C	1 Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.
INTL 19B	History of Asian Civilization: China and Japan (19th - 21st C	2 Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.
INTL 19B	History of Asian Civilization: China and Japan (19th - 21st C	3 Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities.

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INTL 21	History of Art: Native Arts of Mesoamerica and the Andes	1 Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.
INTL 21	History of Art: Native Arts of Mesoamerica and the Andes	2 Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Mesoamerican and Andean art forms in a current global context.
INTL 21	History of Art: Native Arts of Mesoamerica and the Andes	3 Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.
INTL 21	History of Art: Native Arts of Mesoamerica and the Andes	4 Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
INTL 21	History of Art: Native Arts of Mesoamerica and the Andes	5 Students will demonstrate critical thinking and visual literacy skills through oral communication.
INTL 21	History of Art: Native Arts of Mesoamerica and the Andes	6 Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
INTL 22	History of Art: Arts of Africa, Oceania and Native North Am	1 Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.

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INTL 22	History of Art: Arts of Africa, Oceania and Native North Am	2 Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.
INTL 22	History of Art: Arts of Africa, Oceania and Native North Am	3 Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.
INTL 22	History of Art: Arts of Africa, Oceania and Native North Am	4 Students will demonstrate their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
INTL 22	History of Art: Arts of Africa, Oceania and Native North Am	5 Students will demonstrate critical thinking and visual literacy skills through oral communication.
INTL 22	History of Art: Arts of Africa, Oceania and Native North Am	6 Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
INTL 23	History of Art: Visual Arts of Islam	1 Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically comparing these contributions from diverse countries of origin.
INTL 23	History of Art: Visual Arts of Islam	2 Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Islamic art forms in a current global context.

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INTL 23	History of Art: Visual Arts of Islam	3 Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.
INTL 23	History of Art: Visual Arts of Islam	4 Students will demonstrate their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
INTL 23	History of Art: Visual Arts of Islam	5 Students will demonstrate critical thinking and visual literacy skills through oral communication.
INTL 23	History of Art: Visual Arts of Islam	6 Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
INTL 24	History of Art: Visual Arts of Africa	1 Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.
INTL 24	History of Art: Visual Arts of Africa	2 Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.
INTL 24	History of Art: Visual Arts of Africa	3 Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.
INTL 24	History of Art: Visual Arts of Africa	4 Students will demonstrate their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

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INTL 24	History of Art: Visual Arts of Africa	5 Students will demonstrate critical thinking and visual literacy skills through oral communication.
INTL 24	History of Art: Visual Arts of Africa	6 Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
INTL 33	Introduction to Peace and Conflict Studies	1 Students will develop a deep understanding of the processes that create and perpetuate conflict at the intra-personal, inter-personal, institutional, societal, and global levels, identifying and critically evaluating the underlying conceptual frames and corresponding social and political structures that sustain them.
INTL 33	Introduction to Peace and Conflict Studies	2 Students will analyze, evaluate, and apply theories of and approaches to conflict mediation and transformation to a range of intra-personal, inter-personal, institutional, societal, and global conflicts.
WMST 1	Introduction to Women's Studies	1 Students will analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice.
WMST 1	Introduction to Women's Studies	2 Students will research local organizations which support women's goals, and engage in community activities.
WMST 3C	Women and Art	1 Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

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WMST 3C	Women and Art	2 Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting of works of art.
WMST 3C	Women and Art	3 Students will investigate different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.
WMST 8	Women of Color in the USA	1 Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.
WMST 8	Women of Color in the USA	2 Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.
WMST 8	Women of Color in the USA	3 Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.
WMST 8	Women of Color in the USA	4 Critique the multiple identities within ourselves and in the larger society.
WMST 9	Women in American History	1 Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.

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WMST 9 Women in American History	2 Students will identify, critically evaluate, and interpret colonial and U.S. women's primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary historical documents.
WMST 9H Women in American History - HONORS	1 Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.
WMST 9H Women in American History - HONORS	2 Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.
WMST 12 Psychology of Gender	1 Identify historical, mythological, societal, familial, ethnic and cultural influences that shape gender
WMST 12 Psychology of Gender	2 Explain the biological basis of gender behavior throughout the life cycle
WMST 12 Psychology of Gender	3 Describe concepts of the female's and male's psychological development throughout the life cycle
WMST 12 Psychology of Gender	4 Contrast the uniqueness of the gender role with gender diversity as it applies to broad significant issues such as limitations and potentials, victimization, and stereotyping
WMST 12 Psychology of Gender	5 Discuss prevalent mental and physical health issues related to gender and gender identification

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WMST 12 Psychology of Gender	6 Examine traditional and contemporary psychological theories of female/male gender behavior
WMST 12 Psychology of Gender	7 Analyze scientific research relative to contrasting male/female issues and behavior
WMST 21 Women in Literature	1 Demonstrate understanding of a variety of literary texts by and about women.
WMST 21 Women in Literature	2 Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts.
WMST 22 Asian American Pacific Islander Women	1 Be familiar with the experiences, history, labor, and productions and contributions of women of AAPI descent within the wider American history and Women's Movement, and through the critical lens of contemporary feminist theory and social justice awareness.
WMST 22 Asian American Pacific Islander Women	2 Define patriarchy; colonization/imperialism; diaspora; multiple oppressions of race, class, and gender; orientalism; forces of globalization and global capitalism; and neocolonialism, and recognize their impacts on AAPI women's history, experiences, identities, and representations.

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WMST 22 Asian American Pacific Islander Women

3 Define the concepts and origins of Asian Exclusion Acts; Dragon Lady and Lotus Blossom stereotypes; Yellow Peril; mail order brides and war brides; the reasons for migration and immigration; Family Reunification Act; types of labor with significant contributions by AAPI women; AAPI women's participation in Yellow Power and Third World Liberation Front. Students will also recognize AAPI women's significant art, writings, and other cultural productions, and the effects of colonialism and neocolonialism on AAPI women in the diaspora.

WMST 24 Women and Gender in Global Perspectives

1 Demonstrate a deep understanding of the processes that create gender based oppression around the world and processes that challenge it.

WMST 24 Women and Gender in Global Perspectives

2 Develop tools for taking action to challenge gender inequality.

WMST 24 Women and Gender in Global Perspectives

3 Analyze rhetoric about gender inequality and be able to distinguish underlying philosophical perspectives in that rhetoric

WMST 25 Introduction to Black Feminism

1 Demonstrate an awareness of some of the key theories and concepts of Black feminism.

WMST 25 Introduction to Black Feminism

2 Engage in critical dialogue about the basic ideas and principles that guide Black feminist theories in a safe classroom learning environment.

WMST 25 Introduction to Black Feminism

3 Analyze and articulate current issues from a Black feminist perspective.

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WMST 26 La Mujer: Latina Life and Experience

1 Students will be familiar with the rise of the concept of La Mujer, including La Chicana and La Latina within the wider American Women's Movement and modern feminist theory and social awareness.

WMST 26 La Mujer: Latina Life and Experience

2 Students will be able to define patriarchy, colonization, power and subjugation and recognize their presence in Chicana/o and Latina/o history and cultural production.

WMST 26 La Mujer: Latina Life and Experience

3 Students will be able to explain the concept of the barrio, the impacts of contemporary border crossings, the reasons for migration and immigration, the pressures of balancing labor and family, the importance of religious practice, the history of Chicana and Latina art and cultural production, and the effects of colonial and neo-colonial violence as they impact Latinas both north and south of the border.

WMST 27 Women and Gendered Violence

1 Students will develop a deep understanding of the processes that create and perpetuate violence against women.

WMST 27 Women and Gendered Violence

2 Students will develop a deeper awareness of the relationship of violence against women to gendered violence and institutionalized violence in various forms.

WMST 27 Women and Gendered Violence

3 Students will combine analyzing theory and engaging in actual praxis around tools for community involvement to challenge violence against women and gendered violence.

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WMST 28 Sociology of Women and Men

1 The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.

WMST 28 Sociology of Women and Men

2 The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.

WMST 29 Masculinities in U.S. Culture and Society

1 Develop an understanding of the differences between biological sex, gender expression, and gender identity, along with how these social categories function within larger economic and political landscapes informed by race, class, ethnicity, citizenship, physical abilities, and sexuality.

WMST 29 Masculinities in U.S. Culture and Society

2 Analyze how key social, political, and economic events inform public discourse around definitions of masculinity and the framing of masculinity as being in crisis.

WMST 29 Masculinities in U.S. Culture and Society

3 Critically analyze key cultural works aimed at resisting dominant or hegemonic forms of masculinity within and across different racial and ethnic groups.

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WMST 31 Women and Popular Culture

1 Develop an understanding of the complicated and contradictory relationship between women and girls and popular culture, along with an understanding of how race, class, and sexuality function within popular culture to produce very different images of women and girls within and across different communities.

WMST 31 Women and Popular Culture

2 Develop an understanding of the relationship between popular culture and capitalism, along with some of the social issues and problems produced by this relationship.

WMST 31 Women and Popular Culture

3 Analyze popular culture images of women and girls and engage in efforts to challenge these images through activism and social media.

SIGN 1 Elementary American Sign Language (First Quarter)

1 Student will begin to distinguish basic linguistic principles of American Sign Language and to formulate thoughts and phrases utilizing visual and gestural language skills.

SIGN 1 Elementary American Sign Language (First Quarter)

2 Students will understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.

SIGN 2 Elementary American Sign Language (Second Quarter)

1 Student will continue to construct and apply the principles of American Sign Language grammatical structures.

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SIGN 2	Elementary American Sign Language (Second Quarter)	2 Students will relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.
SIGN 3	Elementary American Sign Language (Third Quarter)	1 Students will identify and discover essential features of Deaf culture in the context of learning American Sign Language.
SIGN 3	Elementary American Sign Language (Third Quarter)	2 Students will comprehend the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.
FREN 1	Elementary French (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, leave-taking, description of family members, daily activities and hobbies, expression of (dis)likes and future plans.
FREN 1	Elementary French (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
FREN 1	Elementary French (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
FREN 1	Elementary French (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

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FREN 2	Elementary French (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.
FREN 2	Elementary French (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
FREN 2	Elementary French (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
FREN 2	Elementary French (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
FREN 3	Elementary French (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as nature and environment, physical and mental wellness, subjective statements of advice, doubt, expectation, (dis)approval, and hypothetical scenarios.

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FREN 3	Elementary French (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
FREN 3	Elementary French (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
FREN 3	Elementary French (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
FREN 4	Intermediate French (First Quarter)	1 Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts of songs, magazines, newspapers, and web sites.
FREN 4	Intermediate French (First Quarter)	2 Derive meaning from longer texts of increasing complexity, relying less on contextual clues to extract main ideas and supporting details, and to interpret some subtleties of the text.
FREN 4	Intermediate French (First Quarter)	3 Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.

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FREN 4	Intermediate French (First Quarter)	4 Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
FREN 5	Intermediate French (Second Quarter)	1 Demonstrate a somewhat sustained command of essential vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view based on exposure to and analysis of audiovisual, printed, and electronic media, description and narration in any tense.
FREN 5	Intermediate French (Second Quarter)	2 Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
FREN 5	Intermediate French (Second Quarter)	3 Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
FREN 5	Intermediate French (Second Quarter)	4 Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

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FREN 6	Intermediate French (Third Quarter)	1 Demonstrate a sustained command of essential vocabulary and language structures necessary to spontaneously and accurately request and provide, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.
FREN 6	Intermediate French (Third Quarter)	2 Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
FREN 6	Intermediate French (Third Quarter)	3 Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
FREN 6	Intermediate French (Third Quarter)	4 Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
GERM 1	Elementary German (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
GERM 1	Elementary German (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
GERM 1	Elementary German (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

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GERM 1	Elementary German (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
GERM 2	Elementary German (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
GERM 2	Elementary German (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
GERM 2	Elementary German (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
GERM 2	Elementary German (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
GERM 3	Elementary German (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
GERM 3	Elementary German (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

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GERM 3	Elementary German (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
GERM 3	Elementary German (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
GERM 4	Intermediate German (First Quarter)	1 Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
GERM 4	Intermediate German (First Quarter)	2 Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.
GERM 4	Intermediate German (First Quarter)	3 Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
GERM 4	Intermediate German (First Quarter)	4 Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one' own culture(s).

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GERM 5	Intermediate German (Second Quarter)	1 Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.
GERM 5	Intermediate German (Second Quarter)	2 Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
GERM 5	Intermediate German (Second Quarter)	3 Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
GERM 5	Intermediate German (Second Quarter)	4 Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
GERM 6	Intermediate German (Third Quarter)	1 Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.
GERM 6	Intermediate German (Third Quarter)	2 Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.
GERM 6	Intermediate German (Third Quarter)	3 Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.

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GERM 6	Intermediate German (Third Quarter)	4 Demonstrate a steady grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
HNDI 1	Elementary Hindi (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
HNDI 1	Elementary Hindi (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
HNDI 1	Elementary Hindi (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
HNDI 1	Elementary Hindi (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).
HNDI 2	Elementary Hindi (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.

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HNDI 2	Elementary Hindi (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
HNDI 2	Elementary Hindi (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
HNDI 2	Elementary Hindi (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).
HNDI 3	Elementary Hindi (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
HNDI 3	Elementary Hindi (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
HNDI 3	Elementary Hindi (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
HNDI 3	Elementary Hindi (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).

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ITAL 1	Elementary Italian (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave-taking; talking about family members, daily activities, routines and hobbies, expressing (dis)likes and describing future plans.
ITAL 1	Elementary Italian (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
ITAL 1	Elementary Italian (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures and cultural competence.
ITAL 1	Elementary Italian (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).
ITAL 2	Elementary Italian (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as shopping for clothes, transportation, making appointments, school life, health and well-being.

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ITAL 2	Elementary Italian (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
ITAL 2	Elementary Italian (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
ITAL 2	Elementary Italian (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).
ITAL 3	Elementary Italian (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
ITAL 3	Elementary Italian (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
ITAL 3	Elementary Italian (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
ITAL 3	Elementary Italian (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols by analyzing and comparing them to one's own culture(s).

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JAPN 1	Elementary Japanese (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana characters as well as Katakana characters respectively), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, books, weather, and invitations.
JAPN 1	Elementary Japanese (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
JAPN 1	Elementary Japanese (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
JAPN 1	Elementary Japanese (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
JAPN 2	Elementary Japanese (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 50 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing.

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JAPN 2	Elementary Japanese (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
JAPN 2	Elementary Japanese (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
JAPN 2	Elementary Japanese (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
JAPN 3	Elementary Japanese (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.
JAPN 3	Elementary Japanese (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
JAPN 3	Elementary Japanese (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
JAPN 3	Elementary Japanese (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

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JAPN 4	Intermediate Japanese (First Quarter)	1 Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.
JAPN 4	Intermediate Japanese (First Quarter)	2 Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.
JAPN 4	Intermediate Japanese (First Quarter)	3 Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
JAPN 4	Intermediate Japanese (First Quarter)	4 Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).
JAPN 5	Intermediate Japanese (Second Quarter)	1 Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.

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JAPN 5	Intermediate Japanese (Second Quarter)	2 Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
JAPN 5	Intermediate Japanese (Second Quarter)	3 Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
JAPN 5	Intermediate Japanese (Second Quarter)	4 Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).
JAPN 6	Intermediate Japanese (Third Quarter)	1 Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.
JAPN 6	Intermediate Japanese (Third Quarter)	2 Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
JAPN 6	Intermediate Japanese (Third Quarter)	3 Compose longer and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
JAPN 6	Intermediate Japanese (Third Quarter)	4 Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).

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KORE 1	Elementary Korean (First Quarter)	1 Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.
KORE 1	Elementary Korean (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
KORE 1	Elementary Korean (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
KORE 1	Elementary Korean (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

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KORE 2	Elementary Korean (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.
KORE 2	Elementary Korean (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
KORE 2	Elementary Korean (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
KORE 2	Elementary Korean (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

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KORE 2H Elementary Korean (Second Quarter) - HONORS

1 Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.

KORE 2H Elementary Korean (Second Quarter) - HONORS

2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.

KORE 2H Elementary Korean (Second Quarter) - HONORS

3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

KORE 2H Elementary Korean (Second Quarter) - HONORS

4 Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

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KORE 3	Elementary Korean (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.
KORE 3	Elementary Korean (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
KORE 3	Elementary Korean (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.
KORE 3	Elementary Korean (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

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KORE 3H Elementary Korean (Third Quarter) - HONORS

1 Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.

KORE 3H Elementary Korean (Third Quarter) - HONORS

2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

KORE 3H Elementary Korean (Third Quarter) - HONORS

3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.

KORE 3H Elementary Korean (Third Quarter) - HONORS

4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

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MAND 1	Elementary Mandarin (First Quarter)	1 Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.
MAND 1	Elementary Mandarin (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
MAND 1	Elementary Mandarin (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
MAND 1	Elementary Mandarin (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
MAND 2	Elementary Mandarin (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.

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MAND 2	Elementary Mandarin (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
MAND 2	Elementary Mandarin (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
MAND 2	Elementary Mandarin (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
MAND 3	Elementary Mandarin (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.
MAND 3	Elementary Mandarin (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
MAND 3	Elementary Mandarin (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

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MAND 3	Elementary Mandarin (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
MAND 4	Intermediate Mandarin (First Quarter)	1 Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 600 Chinese characters) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.
MAND 4	Intermediate Mandarin (First Quarter)	2 Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.
MAND 4	Intermediate Mandarin (First Quarter)	3 Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
MAND 4	Intermediate Mandarin (First Quarter)	4 Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

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| MAND 5 Intermediate Mandarin (Second Quarter) | 1 Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office. |
| MAND 5 Intermediate Mandarin (Second Quarter) | 2 Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text. |
| MAND 5 Intermediate Mandarin (Second Quarter) | 3 Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures. |
| MAND 5 Intermediate Mandarin (Second Quarter) | 4 Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). |
| MAND 6 Intermediate Mandarin (Third Quarter) | 1 Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues. |

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MAND 6	Intermediate Mandarin (Third Quarter)	2 Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
MAND 6	Intermediate Mandarin (Third Quarter)	3 Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
MAND 6	Intermediate Mandarin (Third Quarter)	4 Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
PERS 1	Elementary Persian (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
PERS 1	Elementary Persian (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
PERS 1	Elementary Persian (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
PERS 1	Elementary Persian (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).

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PERS 2	Elementary Persian (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Persian, preparing for a class, school life, shopping and transportation.
PERS 2	Elementary Persian (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
PERS 2	Elementary Persian (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
PERS 2	Elementary Persian (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).
PERS 3	Elementary Persian (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
PERS 3	Elementary Persian (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

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PERS 3	Elementary Persian (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
PERS 3	Elementary Persian (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).
RUSS 1	Elementary Russian (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
RUSS 1	Elementary Russian (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
RUSS 1	Elementary Russian (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
RUSS 1	Elementary Russian (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).

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RUSS 2	Elementary Russian (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as describing family and friends, talking about school life, playing sports, music, expressing opinions, permissions and prohibitions, making polite inquiries.
RUSS 2	Elementary Russian (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
RUSS 2	Elementary Russian (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
RUSS 2	Elementary Russian (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).
RUSS 3	Elementary Russian (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
RUSS 3	Elementary Russian (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

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RUSS 3	Elementary Russian (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
RUSS 3	Elementary Russian (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).
SPAN 1	Elementary Spanish (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.
SPAN 1	Elementary Spanish (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
SPAN 1	Elementary Spanish (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
SPAN 1	Elementary Spanish (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).

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SPAN 2	Elementary Spanish (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Spanish, preparing for a class, school life, shopping and transportation.
SPAN 2	Elementary Spanish (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
SPAN 2	Elementary Spanish (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
SPAN 2	Elementary Spanish (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
SPAN 3	Elementary Spanish (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
SPAN 3	Elementary Spanish (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

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SPAN 3	Elementary Spanish (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
SPAN 3	Elementary Spanish (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
SPAN 4	Intermediate Spanish (First Quarter)	1 Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
SPAN 4	Intermediate Spanish (First Quarter)	2 Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.
SPAN 4	Intermediate Spanish (First Quarter)	3 Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
SPAN 4	Intermediate Spanish (First Quarter)	4 Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one' own culture(s).

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SPAN 5	Intermediate Spanish (Second Quarter)	1 Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view after exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.
SPAN 5	Intermediate Spanish (Second Quarter)	2 Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.
SPAN 5	Intermediate Spanish (Second Quarter)	3 Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
SPAN 5	Intermediate Spanish (Second Quarter)	4 Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
SPAN 6	Intermediate Spanish (Third Quarter)	1 Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.

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SPAN 6	Intermediate Spanish (Third Quarter)	2 Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.
SPAN 6	Intermediate Spanish (Third Quarter)	3 Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
SPAN 6	Intermediate Spanish (Third Quarter)	4 Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
VIET 1	Elementary Vietnamese (First Quarter)	1 Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
VIET 1	Elementary Vietnamese (First Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
VIET 1	Elementary Vietnamese (First Quarter)	3 Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
VIET 1	Elementary Vietnamese (First Quarter)	4 Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

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VIET 2	Elementary Vietnamese (Second Quarter)	1 Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
VIET 2	Elementary Vietnamese (Second Quarter)	2 Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
VIET 2	Elementary Vietnamese (Second Quarter)	3 Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
VIET 2	Elementary Vietnamese (Second Quarter)	4 Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
VIET 3	Elementary Vietnamese (Third Quarter)	1 Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
VIET 3	Elementary Vietnamese (Third Quarter)	2 Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
VIET 3	Elementary Vietnamese (Third Quarter)	3 Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

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VIET 3	Elementary Vietnamese (Third Quarter)	4 Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
VIET 4	Intermediate Vietnamese (First Quarter)	1 Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
VIET 4	Intermediate Vietnamese (First Quarter)	2 Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.
VIET 4	Intermediate Vietnamese (First Quarter)	3 Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
VIET 4	Intermediate Vietnamese (First Quarter)	4 Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking cultures, by analyzing and comparing them to one' own culture(s).
VIET 5	Intermediate Vietnamese (Second Quarter)	1 Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.

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VIET 5	Intermediate Vietnamese (Second Quarter)	2 Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
VIET 5	Intermediate Vietnamese (Second Quarter)	3 Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
VIET 5	Intermediate Vietnamese (Second Quarter)	4 Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
VIET 6	Intermediate Vietnamese (Third Quarter)	1 Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.
VIET 6	Intermediate Vietnamese (Third Quarter)	2 Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.
VIET 6	Intermediate Vietnamese (Third Quarter)	3 Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
VIET 6	Intermediate Vietnamese (Third Quarter)	4 Demonstrate a steady grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).