

WORLD LANGUAGES

Grades Pre-Kindergarten to 12

*Massachusetts
Curriculum
Framework –
2021*

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Vision

All Massachusetts students will acquire a high level of linguistic and cultural proficiency in at least one world language. Proficiency in one or more world languages will empower students to use languages other than English to tell their own stories, understand the stories of others, and engage with their communities.

Vision of the World-Ready Student

World-ready students fully participate in their local, national, and global communities by proficiently using multiple languages and demonstrating competency in multiple cultures. Having acquired linguistic and cultural proficiency, they are aware of and responsive to the world around them. They are empathetic listeners/viewers, understanding how challenging it can be to communicate in new languages. They demonstrate insight into the nature of culture, language, and communication, having compared their own experiences to the culture of the target language. They examine many disciplines from diverse¹ perspectives, having used multiple languages and cultural competencies to research and discuss other content areas. They have a critical understanding of their own identities and their role in the world, having explored their identities within a new language and culture. Having used their language and cultural skills to invest in their local communities, they are equipped to be engaged citizens.

To that end, all students of all ages and at all levels of proficiency will use the target language to:

- communicate with speakers/signers of the target language, especially those in their schools and communities;
- explore and celebrate the products, practices, and perspectives of multiple cultures;
- compare their own languages and cultures with those of the target communities;
- expand their academic knowledge of other disciplines;
- serve and lead in their academic, local, and global communities;
- become lifelong beneficiaries of the opportunities that proficiency in multiple languages can offer them; and
- become agents of change that promote equity, global awareness, and multicultural understanding.

The Massachusetts State Seal of Biliteracy²

Although proficiency in multiple languages is an end in itself, world-ready students reap additional benefits from their linguistic skills when those skills are formally recognized. The Massachusetts State Seal of Biliteracy provides such recognition. Many institutions of higher education across the Commonwealth and across the country award credits for prior learning to students who have earned the Seal of Biliteracy. Students who earn the Seal may also have access to higher-paying career opportunities. Because of the additional benefits available to students who have earned official recognition of their multilingual skills, the Massachusetts State Seal of Biliteracy advances the vision of the world-ready student.

¹ Merriam Webster defines diversity as “the condition of having or being composed of differing elements, especially the inclusion of different types of people (such as people of different races or cultures) in a group or organization.” This framework uses the terms *diverse* and *diversity* in their broadest senses to include all members of a language group or culture and accounting for the various peoples and perspectives that exist within said culture or language group.

² See M.G.L. c. 69, §1Q; 603 CMR 31.07.

World Languages are Essential for Success in the 21st Century

Our lives are enriched by world languages. The experience of acquiring a new language facilitates greater access to multiple cultures. Proficiency in multiple languages permits increased access to the history, products, practices, and collective wisdom of multiple cultures. Languages facilitate forming relationships with people who would have otherwise remained strangers. World languages introduce students to the wealth of human creativity, knowledge, and interaction from around the globe. In addition to the personal and cultural benefits of language acquisition, those who speak or sign multiple languages also benefit from cognitive advantages that multilingualism provides. For example, multilingual individuals have been shown to demonstrate higher levels of empathy and sharper interpretive skills³ than their monolingual peers. Thus, proficiency in multiple languages and cultures enriches the experience of being human.

A well-rounded pre-K to grade 12 world language education prepares students to contribute to an increasingly interconnected and complex world. Massachusetts boasts a culturally and linguistically diverse population. Proficiency in world languages and cultures empowers students to engage with, advocate for, and be transformed by diverse perspectives locally and throughout the world. Students with proficiency in world languages bridge the divide between linguistically and culturally isolated populations and promote the intrinsic value of all languages and cultures. This expanded view of the world challenges students to think more broadly as they choose careers, select where they will live, engage in service and leadership, and participate in the civic life of their society.

The urgency of world language education has been on the national education agenda for many years. From the *Nation at Risk* report of 1983 to the *No Child Left Behind Act* of 2001 to the *Every Student Succeeds Act* of 2015, the United States government consistently reports that proficiency in world languages is essential for the nation’s domestic and international success. Diplomatic, military, and intelligence services rely on individuals with multilingual skills to provide for national security. Proficiency in world languages and cultures supports economic success, as it maintains and advances the nation’s ability to trade and compete internationally as well as its ability to sustain and expand domestic markets. The ability to read, write, and collaborate with others in multiple languages facilitates complex and dynamic research for academic, scientific, technological, and health sectors, among others. Multilingual proficiency among public servants is necessary to ensure that everyone has access to critical legal and social services. It is therefore in the nation’s interest to promote and expand world language education for all.

Under Massachusetts General Laws, the study of world languages (previously called Foreign Languages) is a core subject.
M.G.L. c. 69, § 1D.

2021 Massachusetts World Languages Framework: History and Review Process

The 2021 Massachusetts World Languages Curriculum Framework is the third publication of World Language standards for Massachusetts since the Massachusetts Education Reform Act of 1993 authorized the Board of Education “to direct the commissioner to institute a process to develop academic standards for the core

³ Javor, R. (2016). Bilingualism, theory of mind and perspective-taking: The effect of early bilingual exposure. *psychology and behavioral sciences*, 5(6), 143–148.

subjects of mathematics, science and technology, history and social science, English, foreign languages, and the arts.”⁴ The Board adopted the first set of world language standards, known as the *Foreign Languages Curriculum Framework*, in 1996. In 1999, the framework was revised to reflect advancement of world language resources at the national level, including *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996) and the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (1998).

The latest Massachusetts review process began in early 2019, when the Massachusetts Department of Elementary and Secondary Education (DESE) contracted the Center for Applied Linguistics (CAL) to conduct a study of the 1999 framework compared to current research, the various practices of Massachusetts language educators, and other states’ standards. In June of 2019, CAL recommended that the Department build an updated framework to be informed by the 2015 *World-Readiness Standards for Learning Languages*⁵—commonly known as the ACTFL standards – which were already in use by many world language educators across the state. From 2019-2020, K-12 World Language educators throughout the state volunteered to lead or participate in review panels to build a new framework. The standards produced by the review panels were then sent to teams of specialized content advisors to evaluate the work for inclusivity and impact in the world language fields of education for students with diverse abilities, elementary education, classical languages, heritage languages, languages with diverse written representations, and American Sign Language. These specialized content advisors provided recommendations to ensure that all students and programs benefit from this framework.

The 2021 *Massachusetts World Languages Framework* presents a unique framework, based upon and inclusive of the World-Readiness Standards (National Standards Collaborative Board, 2015), aligned to the structure of the other Massachusetts Curriculum Frameworks, and including a focus on social emotional skills and social justice inherent in the teaching and acquisition of World Languages.

A Note on Terminology

The 2021 *Massachusetts World Languages Framework* declines to use the term *foreign* in reference to languages or cultures. This is in response to advice from Massachusetts educators. The term *foreign* is neither an inclusive nor an accurate description of the various languages and cultures spoken, lived, and learned in Massachusetts. For example, the languages of America’s First Nations are in no way foreign to the United States. Many states and regions boast historically diverse languages and identities such as French in Louisiana and Spanish in the Southwest. American Sign Language is a uniquely American language. Languages and cultures belong simultaneously to the individual, to diverse communities, and to the world. Thus, we have chosen to use the term *world* languages and cultures in this Framework and its supporting materials to refer to any language other than English⁶.

⁴ M.G.L. c. 69, §1D.

⁵ The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages*. 4th ed. Alexandria, VA: ACTFL.

⁶ For more information on the term *world language*, see ACTFL’s statement, *What is a World Language?*.(2017). Retrieved April 14, 2021 from <https://www.actfl.org/advocacy/actfl-position-statements/what-world-language>

What the World Languages Framework Does and Does Not Do

The standards define what all students should know and be able to do. While the Framework provides an overall structure, it purposefully leaves the details of topics to the discretion of educators. Educators are best equipped to implement programs that are most appropriate in promoting excellence in their classrooms and schools.

Framework Structure

The Curriculum Framework provides a structure, standards, and practices intended to guide the selection, development, and evaluation of world languages curriculum and programming that builds students' linguistic and cultural proficiency. It primarily does this through the Standards for World Language Practices, specifically the development of world language proficiency to:

- understand, interpret, and analyze what is heard, read, or viewed,
- interact and negotiate meaning in spontaneous signed, spoken, or written conversations,
- present information, concepts, and ideas,
- interact appropriately with others in and from another culture,
- gain cultural competence and understanding,
- develop insight into the nature of language and culture,
- connect with other disciplines and acquire information and diverse perspectives,
- engage and responsibly collaborate with a variety of multilingual communities,
- develop and employ social and emotional skills,
- serve and lead in the community.

District Decisions about Topical Content

The Curriculum Framework provides an overall structure for developing multimodal linguistic and cultural proficiency in world languages while remaining open-ended enough to allow districts to select their own topics to facilitate student proficiency. Educators should select content and topics that are connected to students' interests and background knowledge. Such meaningful content supports students to sustain listening/viewing and meaning-making interactions⁷ and thus will support students toward linguistic and cultural proficiency. When selecting content and topics, teachers should also consider the age, maturity, and linguistic experience of their students. The standards themselves provide general guidance as to the type of content that teachers may choose. Table 1 describes what kind of topics are best suited for students at varying levels of proficiency.

Table 1: Topics by Proficiency Level

Proficiency Level	Description of Most Suitable Topics
Novice	Topics that are personally connected to the student
Intermediate	Topics that are connected to the student or their familiar environment
Advanced	Topics of general, social, academic, or professional interest
Superior	Topics that are abstract, hypothetical, and or specialized

⁷ Glisan, E., Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL.

Supporting the Massachusetts State Seal of Biliteracy

This framework supports districts to design programs in which all students meet or exceed the world language criterion for the Massachusetts State Seal of Biliteracy. The Department of Elementary and Secondary Education has established the ACTFL proficiency level of Intermediate High (IH) as the minimum criterion for the world language component of the Seal of Biliteracy. IH is also the earliest proficiency level which ACTFL identifies as beneficial to students in a variety of multilingual college and career contexts.⁸ The goal of this framework to prepare students for success in their multilingual college and career endeavors and the goal of the Massachusetts State Seal of Biliteracy to recognize students with high levels of proficiency join together at the IH proficiency level. At this level, students begin to receive significant, tangible benefits from their language skills; therefore, districts should consider IH to be the minimum programmatic goal for all students.

While Intermediate High ought to be considered the minimum outcome, it is nonetheless a rigorous goal. Districts should plan for students to engage in six or more consecutive years of well-articulated⁹ world language courses to achieve the IH level of proficiency in most languages and program types.¹⁰ The Department will offer additional resources to assist districts in determining the optimal length of sequences for students to attain IH outcomes in various languages and program types.

Supporting High-Leverage Teaching Practices

While this framework does not aim to prescribe teaching strategies, educators may best understand the practices and content standards through the lens of high-leverage teaching practices (Glisan & Donato, 2017), also commonly referred to as the *Core Practices*¹¹. These practices include:

- facilitating target language comprehensibility,
- guiding learners through interpreting authentic resources,
- designing oral interpersonal communication tasks
- planning with the backward design model
- teaching grammar as a concept and using it in context
- providing appropriate oral feedback

This framework is designed to align with and support these practices. The Department will offer additional resources to assist districts in understanding high-leverage teaching practices.

Supporting All Students

All students must have the opportunity to meet the same high standards if they are to access the knowledge and skills that will be necessary and rewarding in their post-high-school lives. No set of standards can reflect the great variety of abilities, pace of acquisition, and achievement levels in any given classroom. Educators are best positioned to identify and provide a range of supporting practices and materials for their students. The Department provides Quick Reference Guides to support educators in supporting all students.

⁸ See ACTFL's *Oral Proficiency Levels in the Workplace* (n.d.) Retrieved April 14, 2021 from <https://www.actfl.org/sites/default/files/guidelines/OralProficiencyWorkplacePoster.pdf>

⁹See *Articulated Sequences in Language Learning*.(n.d.). Retrieved April 12, 2021 from <https://www.actfl.org/resources/guiding-principles-language-learning/articulated-sequences-language-learning>;

¹⁰ See ACTFL's *Oral Proficiency Levels in the Workplace* (n.d.) Retrieved April 14, 2021 from <https://www.actfl.org/sites/default/files/guidelines/OralProficiencyWorkplacePoster.pdf>

¹¹ *Guiding Principles for Language Learners*. (n.d.). Retrieved February 26, 2021, from <https://www.actfl.org/guiding-principles>

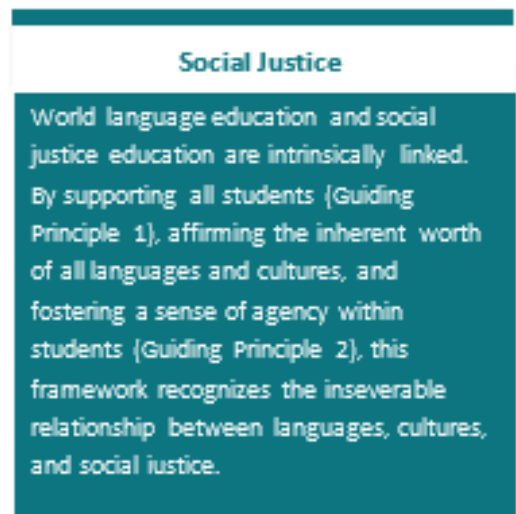
Guiding Principles for Effective World Language Education

The following principles are philosophical statements that underlie the standards and resources in this curriculum framework. They should guide the design and implementation of world language programs in schools. Programs guided by these principles will prepare students for success in college, career, and their lives as productive, global citizens.

Guiding Principle 1

Effective world language programs invite, include, support, and benefit all students.

World language education is for all students, regardless of age, linguistic background, or ability. Since proficiency in more than one language and culture is vital to success in the 21st Century, effective programs provide all pre-K-12 students with access to extended, well-articulated sequences of world language instruction. Effective world language programs invite and support all students, including students who already demonstrate proficiency in a language or languages other than English and those who are novices to the world language, as well as students with diverse abilities.



Guiding Principle 2

Effective world language programs lift up all students and empower them to act with cultural competence and critical consciousness.

Effective world language programs center students, so that all students see their lives and their experiences reflected in the course topics, curricular materials, and language offerings. In effective programs, students use the target language to tell their own stories and to examine their own identities.

Effective programs uphold the value of all cultures and languages. They disrupt stereotypes that misrepresent members of any culture by providing accurate and affirming representations of their histories, identities, expressions, values, beliefs, products, and practices¹². They embrace the varied vocabularies, syntaxes, and accents of all languages as they are signed, spoken, and written around the world, including English and all its rich dialects. They value those linguistic assets in students who are speakers/signers of languages and dialects other than Standard American English. In so doing, effective programs emphasize the inherent worth and dignity of all students, cultures, and languages.

Effective world language programs also foster students' sense of agency. They invite students to apply their multicultural competences and critical perspectives to contribute to classroom, school, and community environments that benefit all.

¹² ¹² Glynn, C., Wesely, P., Wassell, B. (2014). *Words and actions: Teaching languages through the lens of social justice*. Alexandria, VA: ACTFL.

Guiding Principle 3

Effective world language programs produce high levels of linguistic and cultural proficiency in one or more world languages in their students.

Proficiency in a world language is the ability to speak or sign, write (for written languages) and understand while reading, listening, and/or viewing and to behave in culturally appropriate ways¹³. Proficiency is skill-based; it measures what students can do spontaneously with the language and culture across a variety of contexts.

Students acquire proficiency over extended periods of time, often taking six or more years to attain levels of proficiency high enough to be effective in professional environments and to earn the Massachusetts State Seal of Biliteracy. To promote high levels of proficiency, well-articulated world language programs should begin in pre-kindergarten and continue beyond grade 12.

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Guiding Principle 4

Effective world language programs are communicative and support meaningful, authentic, and affirming interactions in the target language.

Students become proficient in a language by using it. This requires a large quantity of comprehensible input¹⁴ in the target language. For most students, their school’s world language program will be the single greatest source of target language input throughout their daily life. World language education should be conducted almost

Comprehensible Input
Language that can be understood by learners, even when they do not understand all the grammatical structures or vocabulary in the message (Grahn & McAlpine, 2017).

exclusively (90% or more) in the target language in all language programs and levels by students and teachers alike, with English being used judiciously and sparingly^{15,16}. Language instruction should be communicative¹⁷ - used to accomplish a purpose such as exchanging information and ideas, interpreting relevant authentic resources, meeting

needs, expressing and supporting opinions, and building positive relationships with teachers, peers, and community members¹⁸.

¹³ The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages*. 4th ed. Alexandria, VA: ACTFL.

¹⁴ Grahn, L, & McAlpine, D. (2017). *Keys To strategies for language instruction: engagement, relevance, critical thinking, collaboration*. Alexandria, VA: ACTFL.

¹⁵ ACTFL recommends 90% target language. The 10% English language use should be reserved for metacognitive tasks and reflection, as well as potential classroom emergencies.

¹⁶ Classical languages may have difficulty achieving 90% Target Language as the interpretive mode tends to be the most highly prioritized mode of communication in Classical Language courses. Although 90% may be too lofty a goal at this time, research indicates that comprehensible input in the interpersonal mode assists in the development of interpretive skills. Thus, the principle of sparing and judicious use of English should still apply to Classical Language programs, although the target language may be present more frequently than “almost exclusively.”

¹⁷ Guiding Principles for Language Learners. (n.d.). Retrieved March 30, 2020, from <https://www.actfl.org/guiding-principles>

¹⁸ See Guiding Principle #10.

Guiding Principle 5

Effective world language programs measure linguistic proficiency.

Communicative language proficiency can be measured with a high degree of consistency and fidelity. ACTFL’s proficiency benchmarks and performance indicators, upon which this Framework is based, describe what learners can do with the language. They can be applied to all languages, age groups, program types, and learning environments. Importantly, proficiency measurement presupposes that the student work being evaluated is communicative and demonstrative of what students can do with the language rather than what they know about the language. Effective programs should thus provide students many opportunities to use the language in a variety of contexts to properly measure performance.

Guiding Principle 6

Effective world language programs foster risk-taking and mistake-making toward growth in linguistic and cultural proficiency.

Very young children make a variety of mistakes when they acquire their first language. Responsible caretakers accept their child’s communications, imperfect as they may be, and they applaud their efforts. Since the child knows that they are safe in their environment, they continue to cultivate their language.

Similarly, effective world language programs seek to reward students’ efforts and focus on what they can do, rather than focusing on perceived errors or what the students cannot do. Such programs invite and encourage students to take risks with the language and to attempt communication, even if it is likely to contain mistakes. Effective programs teach and model that mistakes are indispensable when acquiring language, and they encourage students to be bold in their communicative attempts.

Guiding Principle 7

Effective world language programs deliver meaningful, relevant, and cross-disciplinary content to motivate students to acquire the language and build proficiency.

Research indicates that language acquisition is a byproduct of seeking to make meaning during communication¹⁹. Students acquire language most effectively when the content of the communication is both accessible and of high interest to students. Effective programs select topics with regard to their students and use those topics to advance students to the next level of proficiency. When decisions about

+content are a result of a collaborative effort among educators across disciplines, there is an opportunity for students to use the target language to reinforce knowledge gained in other disciplines and use their language skills in an immediate and practical way.

Meaningful and Relevant Content

Cultures – products, practices, and perspectives from target-language cultures

Comparisons – critical examinations of students’ own language and culture in light of knowledge of the target language and culture

Connections – reinforce and expand knowledge from other disciplines

Communities – interactions with and contributions to the target communities

¹⁹ VanPatten, B. (2017). *While we’re on the topic*. Alexandria, VA: ACTFL
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Guiding Principle 8

Effective world language programs differentiate instruction and content, so that they are accessible, rigorous, and appropriate for all students.

Differentiation is imperative in world language programs because students often enter courses at varying levels of proficiency and acquire proficiency at different rates. Effective world language programs provide instruction and materials at a level of proficiency at and slightly above the proficiency level of the students. Since growth in language proficiency is measurable, effective language programs understand exactly what their students can do with language and what students will need next. They design to meet their students at the proficiency level they demonstrate and to advance them to higher levels of proficiency. In effective programs, educators select content that is meaningful to students. They elevate student choice and voices so that the content reflects the students, their families, and the communities the district serves.

Guiding Principle 9

Effective world language programs connect students to their peers in the classroom, their community, and speakers/signers of the target language throughout the world.

The role of languages in connecting people to others is at the heart of the human experience. Language is our primary tool for relationships, civic engagement, and global impact. Effective world language programs invite students to form a community with their classmates as they strive to communicate in the target language. Effective programs also ask and support students to apply those language skills to practical uses outside of the classroom and promote multilingualism. Beyond their own communities, effective programs leverage technology and, when possible, travel to provide for students to use their language and critical thinking skills throughout the world.

Guiding Principle 10

Effective world language programs promote social and emotional growth.

While all courses promote students' social and emotional progress, world language programs have a unique opportunity to focus on how students communicate and how they manage themselves. Effective programs encourage students to examine not only the words they are producing, but also the unspoken communications and contexts that accompany the language. These programs encourage positive relationship-building as they promote communicative activities inside and outside of the classroom that allow students to learn about themselves, their peers, and their community. They promote perseverance as they expect students to sustain target language. They ask students to think critically about their own cultural context as they participate in new cultures. Effective programs understand that acquiring proficiency in a new language and culture is a deep and important form of social and emotional growth, and they support the students as they engage in that development.

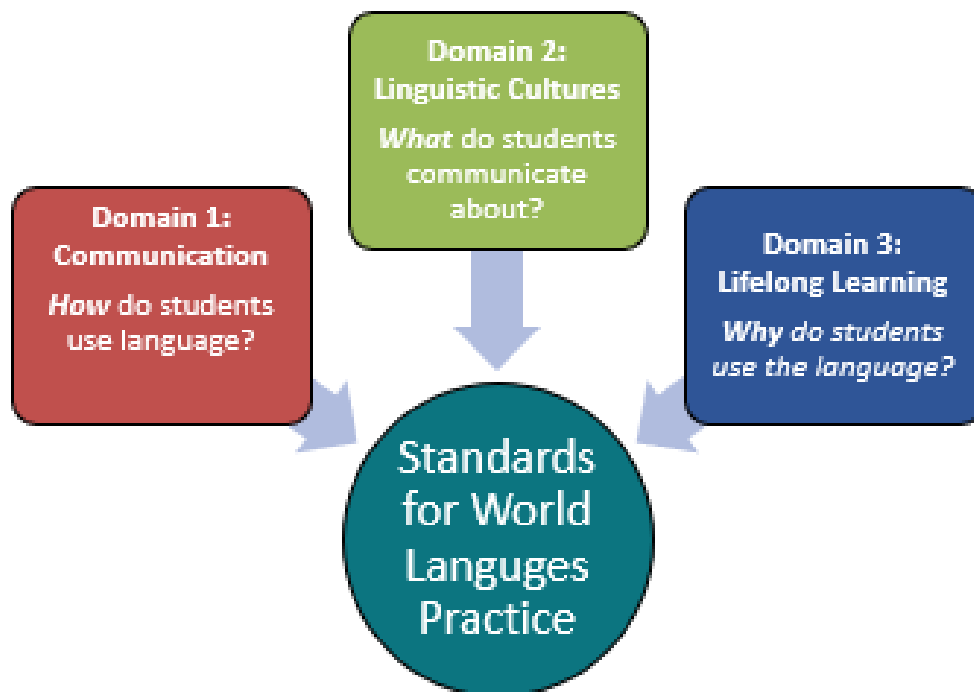
Standards for World Language Practice Pre-Kindergarten through Grade 12

Introduction

The Standards for World Language Practice describe the processes and skills students acquire as speakers/signers of world languages throughout the elementary, middle, and high school years to proficiently navigate a linguistically and culturally diverse world. Five of these practices - communications, cultures, comparisons, connections, and communities - appear explicitly in the content standards. The two final practices - social-emotional well-being and social justice - are implicit; they are woven through all the standards. These practices are based on the standards presented in the 2015 World-Readiness Standards for Learning Languages, the 2017 CASEL Social and Emotional Learning Competencies, and research into the interconnectedness of language acquisition and social justice.

The practices listed below are grouped by the role they fulfill in allowing students to demonstrate proficiency in the language. Domain 1 - the communication practices - speaks to **how** students communicate in languages other than English. Domain 2 - the linguistic cultures practices - describes **what** students must know about various cultures to effectively communicate. Domain 3 - the connections, communities, social emotional, and social justice practices - expresses **why** students communicate in languages other than English. The practices, by necessity, appear simultaneously as students acquire language. The practices from the individual domains do not develop in isolation from one another. Students should develop them concurrently, and not focus upon one to the exclusion of the others.

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The Practices

Domain 1: Communication Practices- *How Students Use the Target Language to Acquire Linguistic Proficiency*

Domain 1: Communication			
Practice 1	Practice 2	Practice 3	Practice 4
Interpretive Communication	Interpersonal Communication	Presentational Communication	Intercultural Communication

Practice 1: Interpretive Communication - Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. In the interpretive mode of communication, students exercise age and development-appropriate reading, viewing, and listening skills across a variety of genres as they engage with a text. Text, in these standards, can be any authentic conveyor of information from target-language cultures. This includes both fiction and nonfiction, books, poems, songs, dramatic performances, emails, posts on social media, photographs, paintings, dances, or any other cultural artifact that transmits meaning. To successfully execute this practice, students must have an understanding of language, culture, the social and emotional context behind the message, and the medium in which the message is transmitted. In this mode, students:

- Students demonstrate understanding of the characteristics and viewpoints of multiple cultures and communities.
- Students demonstrate understanding of messages, main ideas, supporting details in written, spoken, or signed texts on a variety of topics in the target language.

Practice 2: Interpersonal Communication - Interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives. In the interpersonal communication mode, students exercise reading, viewing, listening, writing, signing, and speaking skills to seek, convey, and/or exchange information and negotiate the meaning of messages in synchronous conversations. Students exercise cultural understanding and social skills to effectively exchange information with their interlocutor(s)²⁰. In the interpersonal mode:

- Students use the target language in conversations to engage with others and build connections through empathy, respect, and understanding.
- Students use the target language to participate and negotiate meaning in conversations to share information.

Practice 3: Presentational Communication - Present information, concepts, ideas, feelings, opinions, and perspectives to inform, explain, persuade and narrate on a variety of topics using appropriate media²¹ and adapting to various audiences of listeners, readers, or viewers. In the presentational mode of communication, students employ writing, signing, and/or speaking skills to plan and prepare communications for a specific audience. Students employ their knowledge of culture and their audience to communicate messages that will be well-received by their listeners, readers, or viewers. In the presentational mode:

- Students use the target language to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.
- Students use the target language to build empathy, express respect, and build connections and adapt their presentations to account for the diversity of their audience.

²⁰ This framework uses the term *interlocutor* to refer to participants in a conversation (written, spoken, or signed).

²¹ See Massachusetts Digital Literacy and Computer Science Curriculum Framework for guidance in effectively incorporating appropriate media.

Practice 4: Intercultural Communication - Interact appropriately with others in and from another culture.

Without understanding of cultural topics or appropriate behaviors, students are likely to misunderstand or be misunderstood in their communicative attempts. In the intercultural mode of communication, students read, listen, and view through the lens that the message’s originator intended. When transmitting information, students select language and topics that will be comprehensible to their audience or interlocutor(s). Students also employ culturally appropriate nonverbal behaviors to set at ease or not offend their audience or interlocutor(s). In the intercultural mode:

- Students use their knowledge of target-language cultures’ products, practices, and beliefs to understand content and make the content of their target language conversations and presentations familiar and comprehensible to their interlocutors or audience.
- Students employ culturally appropriate non-verbal communicative features when interacting in the target language.

Domain 2: Linguistic Cultures Practices- What New Concepts Students Communicate About

Domain 2: Linguistic Cultures	
Practice 5	Practice 6
Cultures	Comparisons

Practice 5: Cultures - Gain cultural competence and understanding. Students acquire knowledge about the products, practices, and perspectives of many cultures, including target-language cultures and their own, as well as how those products, practices, and perspectives create and interact with identity. When supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level:

- Students use the target language to investigate, explain, and reflect on the relationships among the products that cultures produce, the practices that cultures manifest, and the perspectives that underlie those products and practices.
- Students use the target language to investigate, explain, and reflect on their own complex identities and the role cultures play in developing those identities.
- Students use the target language to investigate, explain, and reflect on how cultures influence and interact with each other over time.

Practice 6: Comparisons - Develop insight into the nature of language and culture to interact with cultural competence. Students recognize and analyze similarities, differences, interconnectedness, and interactions in target-language cultures and the language itself. When supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level:

- Students use the target language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Students use the target language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Domain 3: Lifelong Learning Practices- Why Students Communicate in the Target Language

Domain 3: Lifelong Learning			
Practice 7	Practice 8	Practice 9	Practice 10
Connections	Communities	Social and Emotional Well-being	Social Justice

Practice 7: Connections - Connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations. Students build, reinforce, and expand interdisciplinary knowledge. They develop skills that are necessary for success in a globalized, diverse 21st Century society. They employ creativity, innovation, flexibility, and adaptability to engage in critical-thinking, inquiry, and problem-solving in all disciplines. When supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level:

- Students use the target language to acquire information from target-language resources.
- Students use the target language to explore diverse perspectives.

Practice 8: Communities - Interact and communicate with intercultural competence and confidence to engage and responsibly collaborate with a variety of multilingual communities at home and around the world.

Proficiency in multiple languages becomes a lifelong skill when students maintain engagement in the target-language community. Whether using the language for enjoyment or enrichment of other interests, maintaining friendships and relationships with diverse speakers/signers of the language, or making a local or global impact, community engagement motivates students to cultivate their language skills over the course of their lives. To engage in World Language communities, when supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level:

- Students use the target language both within and beyond the classroom to consider diverse perspectives, build empathy, and act collectively to contribute to strong communities.
- Students use the target language to recognize strengths, set goals for growth, and reflect upon progress in using languages for enjoyment, enrichment, career advancement, and building diverse relationships.

Practice 9: Social and Emotional Well-being - Develop and employ social and emotional skills that are inextricably linked to language and culture acquisition. Language affects students' social and emotional well-being, and their social and emotional context determines how students receive and transmit messages. Language and culture acquisition are thus inseparably linked to students' social and emotional development. Students use the target language and skills developed from acquiring linguistic and cultural proficiency to promote social and emotional well-being in themselves and others. When communicating in the target language, and when supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level:

- Students demonstrate self-awareness by knowing the limits of their communicative abilities and cultural understanding, and respectfully adapting their message to their abilities.
- Students demonstrate self-management by persisting in adapting their communicative and cultural skills in contexts that they have not practiced or foreseen. They take risks with the target language, clarify the meaning of their attempts, and acquire language in the process.
- Students demonstrate social awareness by producing language that demonstrates empathy and an understanding of the diversity of their audience or interlocutor(s). They demonstrate cultural and social behaviors that are appropriate for their context.
- Students use the language in a way that enhances their relationship skills, such as close and active listening, reading, or viewing when receiving target language messages and respectful and empathetic negotiation when producing messages.
- Students make responsible decisions when choosing the messages and the verbal and nonverbal means of transmitting those messages in the target language.

Practice 10: Social Justice – Empower students to think and act with critical consciousness. The act of acquiring a new language and culture is a practice in empathy, critical thinking, and prejudice reduction, for in accessing another language and culture(s), students experience new products, practices, perspectives, and communities. To exercise these benefits, students will use the target language and skills developed from acquiring linguistic and cultural proficiency to understand and participate in the life of their communities in an informed manner.

When making decisions and in interactions with peers, teachers, family, and community members, using the target language in a manner appropriate to age, proficiency-level, and situational need:

- Students demonstrate understanding of the impact that language and culture have upon their own and others' complex identities.
- Students respond with respectful curiosity and empathy to the history and lived experience of speakers/signers of world languages and members of many cultures.
- Students recognize and seek to correct stereotypes, systems, and privileges that harm speakers/signers of many languages and members of many cultures.

World Languages Content Standards

Organization of the Standards

Proficiency Levels

This framework divides standards not by grade level, but by level of linguistic proficiency. This is to account for the wide variety of programming that exists in schools across the Commonwealth. Organizing the standards by proficiency level allows educators to understand the type of language that is appropriate for their students without regard to age or grade level. Educators should ensure that the topics and materials they present are appropriate for the ages and developmental stages of the students in their classes.

It is important to note that individual students will demonstrate varying levels of proficiency across different standards and across different communicative modes. For example, some students may demonstrate Intermediate High proficiency in interpretive reading, but they may demonstrate Intermediate Low proficiency in presentational writing. Similarly, students may have deep or even personal understanding of one or more target-language cultures, but they may be restrained by lower-level communication skills when they attempt to express their cultural knowledge. In each case, educators should identify their students' current levels of proficiency in each standard and scaffold them to advance them toward the skills reflected in the next proficiency level.

Domains

Like the practices, the standards are divided into three domains: communication, linguistic cultures, and lifelong learning. The communication standards correspond to ACTFL's communication goal area and inform how students listen, view, read, speak, sign, and/or write in the target language. The linguistic cultures standards correspond to ACTFL's cultures and comparisons goal areas and reflect the new knowledge that students gain about target-language cultures and the language itself through the target language. The lifelong learning standards correspond to ACTFL's connections and communities goal areas and describe how students personalize the language and intercultural knowledge. All three domains are interdependent and should be taught and expressed concurrently.

Social Justice and Social and Emotional Practices

The skills described in the social and emotional development practices and the social justice practices do not explicitly translate into standards. Rather, they are woven through all standards in all domains. The Department offers a Quick Reference Guide for Social and Emotional Learning in World Languages to social, emotional, and critical consciousness in the content standards.

Standards

The standards describe the skills that students demonstrate at each level of proficiency. Students demonstrate their proficiency in these standards through the target language. Likewise, teachers should rely almost exclusively upon the target language to deliver the content of the standards and foster classroom environments that facilitate exclusive or near-exclusive student use of the target language. Standards which describe linguistic proficiency are necessarily complex. To clarify such complex standards, this Framework divides each standard into up to five linguistic components (see Table 1). Each linguistic component is color-coded and consistently placed within the standard to facilitate vertical and horizontal alignment across languages and programs.

Table 2: Linguistic Components²²

Function	Context	Text Type	Supports	Comprehensibility
The simplest expression of the standard, describing what students <i>can do</i> with the language	The topics and settings in which students can use the language to accomplish a function	The length and complexity of the language students produce or understand to accomplish a function	What students may need to accomplish the function	The degree of success a student experiences in communicating a message
<i>E.g.</i> Understand, list, describe, create, ask	<i>E.g.</i> Settings that students would find familiar, on topics of immediate interest to students	<i>E.g.</i> isolated words, phrases, sentences, paragraphs	<i>E.g.</i> Visual aids, repetition, gestures	<i>E.g.</i> In such a way that speakers or signers will often understand
<p>Formula for the Content Standards</p> <p>In Context, producing/relying upon Text Type supported by Supports in such a way that Comprehensibility, students:</p> <ul style="list-style-type: none"> • Function 1 • Function 2, ... 				

- **Function**
 - The function is the simplest and most straightforward expression of the standard, describing what students *can do* with the language across a variety of topics.
 - For example, in the interpersonal mode, novice students *respond to questions by providing basic information*, while intermediate students *understand, answer, and ask a variety of questions*.
 - **Bolded text** within the function descriptor indicates a brand-new function that emerges at a higher proficiency level or a new, more rigorous feature of a previously acquired function.
 - The functions appear in unitalicized black print in a lettered list following the introductory sentence.

Why are some functions repeated from level to level?

New linguistic functions emerge slowly over the course of language acquisition. It often takes several years for some functions to evolve or emerge. While functions themselves do not often change from level to level, the context, text type, support, and comprehensibility around the function evolve as the students' proficiency increases.

- **Context**
 - Context describes both the settings in which students demonstrate their ability to use the language to accomplish a function, as well as the topics that students are asked to examine.
 - The context prioritizes students and their lived experiences.
 - For example, novice learners function best in *settings that the student would find familiar and predictable*, while intermediate learners can demonstrate skills in *a variety of settings*. Novice learners best demonstrate their skills while treating *topics of high familiarity and interest*, while advanced learners show proficiency while examining more *generalized topics*.
 - The context appears in the standard's opening sentence which introduces the functions. The context appears in the standards italicized in *teal*.

²² See resource entitled *Linguistic Components Summary* for a complete list of contexts, text types, supports, and comprehensibility descriptors named in the Content Standards.

- **Text type**
 - Text type describes the length and complexity (words, sentences, paragraphs, etc.) of the language students produce or understand to accomplish a function.
 - For example, intermediate students speak or sign in *sentences* or *series of sentences*, while advanced students speak or sign in *ordered paragraphs*.
 - The text type appears in the standard’s opening sentence where the functions are introduced. The text type appears in the standards italicized in *purple*.
- **Supports**
 - Supports describe what students may need to accomplish the function.
 - For example, to understand an advertisement, novice learners may need to partially rely upon visual aids.
 - At upper levels of proficiency, supports are not necessary and thus do not appear in the standards.
 - Supports appear in the standard’s opening sentence, italicized in *dark yellow*.
- **Comprehensibility**
 - Comprehensibility is a component of interpersonal, presentational, and intercultural modes of communication that describes the measure of success students will experience in communicating their message to their audience or interlocutor(s).
 - The comprehensibility of the message can also be thought of as a measure of holistic accuracy or precision. Rather than focusing on individual applications of spelling, syntax, pronunciation, or sign production, comprehensibility indicates whether the student was accurate enough to communicate their message to a variety of interlocutors.
 - For the purposes of comprehensibility, Interlocutors may be thought of on a spectrum from language speakers/signers who are very accustomed to engaging with language learners to those who are not accustomed to engaging with language learners.

Holistic Accuracy
Comprehensibility indicates whether the student uses sufficiently accurate syntax, pronunciation, spelling, and/or sign production to communicate their message to a variety of interlocutors.

Below are some characteristics of those interlocutors and audiences.

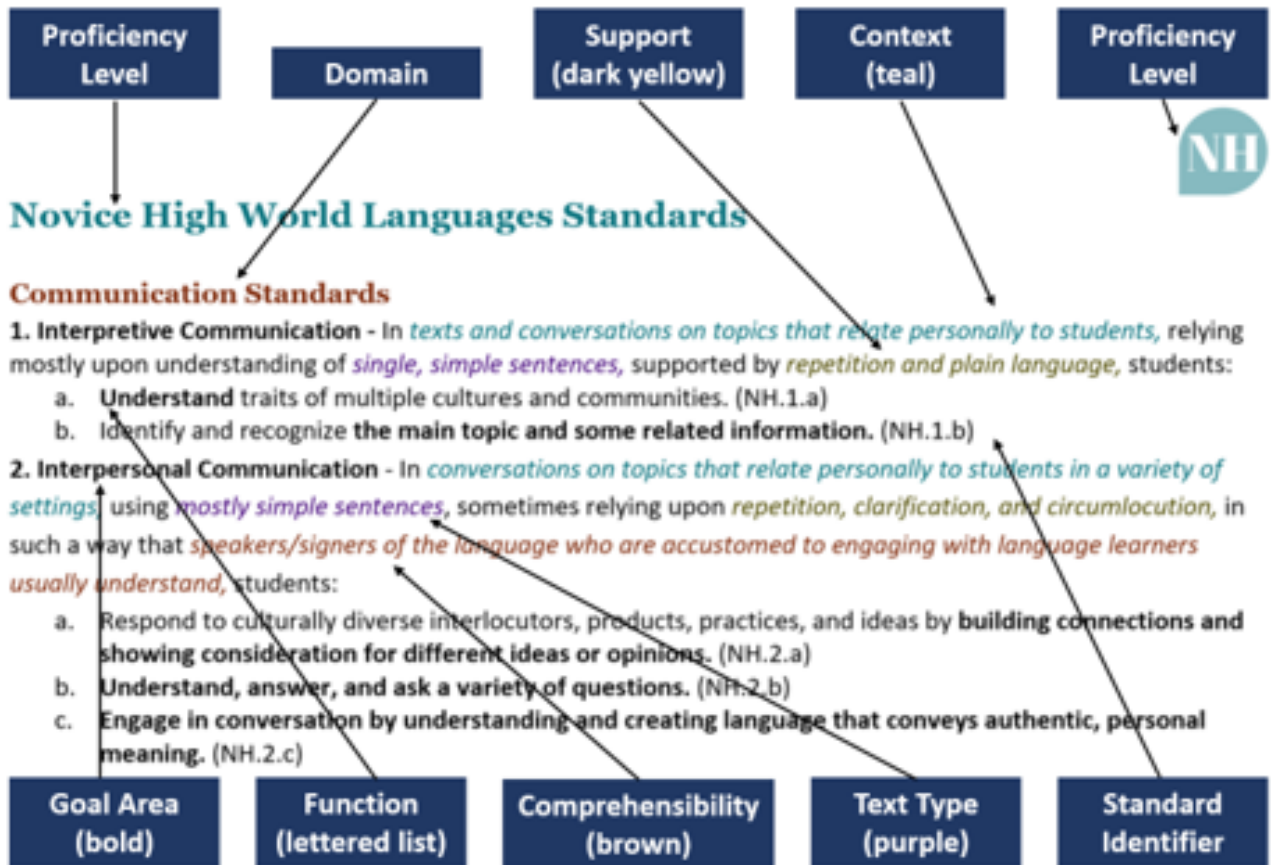
- **Those accustomed to engaging with language learners**
 - Those who speak or sign any dialect of the target language who are accustomed to communications from language learners.
 - These interlocutors have a high tolerance for variation in spelling, syntax, pronunciation, and sign production.
 - Novice and most intermediate students often require this type of interlocutor.
- **Those unaccustomed to engaging with language learners**
 - Those who speak or sign any dialect of the target language who are unaccustomed to communications from language learners.
 - These interlocutors have a low tolerance for unfamiliar spelling, syntax, pronunciation, or sign production to an extent which may prevent or impede them from understanding the message.²³

²³ Due to the rich, dynamic expressions of languages throughout the world, heritage language students in world language courses may speak or sign with dialects that differ from the teacher’s. In such cases, the teacher may need district support in determining if a student’s dialect is easily comprehensible to high-proficiency speakers/signers of that particular dialect. Programs are advised that a teacher’s unfamiliarity with a student’s dialect does not indicate a lack of proficiency on the part of either the student or the teacher. On the contrary, variations of dialects often reflect linguistic heritage which may provide cultural insight and generate authentic, student-affirming, classroom conversations.

- Students beyond the intermediate level of proficiency can engage meaningfully with this type of interlocutor, although some negotiation may be required.
- Comprehensibility indicators appear in the opening sentence of the interpersonal, presentational, and intercultural standards. They are italicized in *brown*.

These linguistic components empower language educators to determine the level of proficiency at which a student communicates. These components (excluding the supports) comport with the criteria in the scoring rubrics on the most commonly used Seal of Biliteracy assessments approved by the Department.²⁴

Example



Alternate graphical representations of the standards may be found in the resource entitled *Content Standards at a Glance*.

Example

Alternate graphical representations of the standards may be found in the resource entitled *Content Standards at a Glance*.

Applying the Standards to Varied Languages and Program Types

This framework organizes the standards by level of proficiency. However, the rate of language acquisition may vary by language and type of program. Language acquisition may also vary across modes in a single language or

²⁴ See <https://www.doe.mass.edu/scholarships/biliteracy/> for a list of all the Department’s approved assessments for the Massachusetts State Seal of Biliteracy
Massachusetts Curriculum Framework for World Languages

program. Outlined below are some common instances of where this lack of uniformity is likely to exist. Districts should look to resources published by the Department to aid them in determining appropriate outcomes for their learners. Districts should also consult with the world language professionals in their district to determine which proficiency outcomes in which communicative modes are most appropriate for their context.

Various languages

Classical languages. Classical language programs often place an enhanced focus on interpretive reading. Consequently, students are likely to demonstrate higher proficiency in interpretive reading than they will in interpersonal speaking. Students of classical languages can and should acquire proficiency in all modes, but they will likely demonstrate growth in interpretive reading and presentational writing modes at a faster rate than the other modes.

Teachers of classical languages may find particular difficulty relying almost exclusively on the target language to teach the linguistic cultures and lifelong learning domains. While these standards do not encourage the use of English in world language instruction, they are not meant to discourage teachers of classical languages who have never been asked to learn or use the spoken forms of their languages. Educators in classical language programs are encouraged to adhere to the following principles:

- Use the classical language to the maximum extent possible for all the standards.
- Create a programmatic culture where risk-taking and mistake-making with the language is celebrated for students and teachers alike.²⁵

The Department offers a Quick Reference Guide for Classical Languages and will continue to support classical language education in Massachusetts.

Languages with diverse written representations (LDWRs) Languages that incorporate diverse writing systems (e.g. Arabic, Chinese, Russian, etc.) also pose a challenge to language learners that are unaccustomed to their world language’s alphabet. All students in LDWR courses can and should acquire proficiency in all modes of communication, and they are likely to make quick gains in interpersonal speaking and interpretive listening. However, their introduction to a new alphabet or writing system will likely cause students to acquire proficiency in presentational writing and interpretive reading at a slower pace.

The Department offers a Quick Reference Guide for LDWRs and will continue to support LDWR education in the Commonwealth.

Varied program types

Elementary programs. All elementary students can and should acquire proficiency in at least one language other than English, even in varied structures of elementary programs. Elementary students in programs where language classes meet daily will acquire language at a faster pace than their peers who practice their language less frequently. Likewise, elementary students in immersion programs will acquire language far more quickly than their peers who spend most of their day in English-speaking classes.

The Department offers a Quick Reference Guide for elementary programs and will continue to support well-articulated K-12 world language education.

Heritage language programs. World language programs that include heritage speakers/signers of the target language benefit from the profound linguistic and cultural knowledge that their students bring into the classrooms. Heritage speakers/signers often demonstrate varying levels of proficiency across different communicative modes. For spoken languages, heritage language students often demonstrate higher proficiency

²⁵ See Guiding Principle 6

in oral and aural communication than they do in written communication. Teachers should assess heritage students' proficiency in each domain to know how to scaffold and advance heritage learners' proficiency in each domain.

The Department offers a Quick Reference Guide for Heritage language learners in world language classes and will continue to support Heritage speakers/signers and the programs that serve them.

Course Outcomes

Several factors influence the rate at which students advance from one proficiency level to the next, including the age of the students, the type of language program offered, the amount of time per day/week/year the student interacts with the language, and the nearness of the world language to languages with which the student is already familiar. Educators are therefore best suited to determine course outcomes within their programs based on the above-mentioned factors. The Department will provide resources to assist districts in selecting outcomes that are appropriate for courses within their programs.

Novice Low World Languages Standards

Communication Standards

- 1. Interpretive Communication** - In *texts and conversations on topics of high familiarity and immediate interest to students*, relying upon *practiced or memorized words or phrases*, supported by *repetition, visual aids, and gestures*, students:
- Recognize traits of multiple cultures and communities. (NL.1.a)
 - Identify words, phrases, and basic information. (NL.1.b)
- 2. Interpersonal Communication** - In *conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable*, using *practiced or memorized words or phrases*, relying upon *repetition, visual aids, and gestures*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners sometimes understand*, students:
- Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.2.a)
 - Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.b)
 - Provide memorized questions. (NL.2.c)
- 3. Presentational Communication** - In *presentations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable*, using *practiced or memorized words or phrases*, relying upon *visual aids and gestures*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners sometimes understand*, students:
- Demonstrate awareness and understanding of themselves and their audience. (NL.3.a)
 - Provide simple, basic, prepared information in culturally appropriate ways. (NL.3.b)
- 4. Intercultural Communication** – In *interactions in settings that students would find familiar and highly predictable*, using *practiced or memorized words or phrases*, relying upon *repetition, visual aids, and gestures*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners sometimes understand*, students:
- Refer to some typical products and practices related to an audience’s or interlocutor’s culture to show basic cultural awareness and respect towards diversity. (NL.4.a)
 - Use appropriate highly practiced gestures and behaviors. (NL.4.b)
 - Recognize some behaviors that are likely to offend members of target-language cultures. (NL.4.c)

Linguistic Cultures Standards

- 5. Cultures** - In *settings that students would find familiar and highly predictable*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:
- Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NL.5.a)
 - Recognize and identify factors that contribute to individual and cultural identities. (NL.5.b)
- 6. Comparisons** - In *settings that students would find familiar and highly predictable*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:
- Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:
 - Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NL.6.a.1)
 - Recognizing stereotypes and/or generalizations in their own and other cultures. (NL.6.a.2)
 - Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 - Identifying cognates. (NL.6.b.1)

2. Comparing basic idiomatic expressions. (NL.6.b.2)
3. Identifying similarities and differences in the sound and writing systems. (NL.6.b.3)

Lifelong Learning Standards

7. Connections - In *settings that students would find familiar and highly predictable*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NL.7.a)
- b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NL.7.b)

8. Communities - In *settings that students would find familiar and highly predictable*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NL.8.b.1)
 2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. (NL.8.b.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.8.b.1)
 2. Interacting with speakers/signers of the target language to build diverse relationships. (NL.8.b.2)
 3. Identifying uses of the target language in the community. (NL.8.b.3)
 4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NL.8.b.4)

Novice Mid World Languages Standards

Communication Standards

1. Interpretive Communication - In *texts and conversations on topics of high familiarity and interest to students*, relying upon *practiced or memorized words, phrases, and some sentences*, supported by *repetition, visual aids, and gestures*, students:

- a. Recognize traits of multiple cultures and communities. (NM.1.a)
- b. Identify **some basic facts** from the text. (NM.1.b)

2. Interpersonal Communication - In *conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable*, using *practiced or memorized words, phrases, and some sentences*, often relying upon *repetition, visual aids, and gestures*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners often understand*, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NM.2.a)
- b. Respond to **questions** by expressing basic information about themselves. (NM.2.b)
- c. **Ask highly predictable, formulaic questions.** (NM.2.c)

3. Presentational Communication - In *presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable*, using *practiced or memorized words, phrases, and some sentences*, often relying upon *visual aids and gestures*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners often understand*, students:

- a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)
- b. Provide simple, basic, prepared information in culturally appropriate ways. (NM.3.b)

4. Intercultural Communication - In *interactions in settings that students would find familiar and highly predictable*, using *practiced or memorized words, phrases, and some sentences*, often relying upon *repetition, visual aids, and gestures*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners often understand*, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)
- b. Use appropriate **rehearsed** gestures and behaviors. (NM.4.b)
- c. Recognize some behaviors that are likely to offend members of target-language cultures. (NM.4.c)

Linguistic Cultures Standards

5. Cultures - In *settings that students would find familiar and highly predictable*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NM.5.a)
- b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)

6. Comparisons - In *settings that students would find familiar and highly predictable*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:
 1. Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. (NM.6.a.1)
 2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NM.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Identifying cognates. (NM.6.b.1)



2. Comparing basic idiomatic expressions. (NM.6.b.2)
3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

Lifelong Learning Standards

7. Connections - In *settings that students would find familiar and highly predictable*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NM.7.a)
- b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NM.7.b)

8. Communities - In *settings that students would find familiar and highly predictable*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NM.8.a.1)
 2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. (NM.8.a.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NM.8.b.1)
 2. Interacting with speakers/signers of the target language to build diverse relationships. (NM.8.b.2)
 3. Identifying uses of the target language in the community. (NM.8.b.3)
 4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NM.8.b.4)

Novice High World Languages Standards

Communication Standards

1. **Interpretive Communication** - In *texts and conversations on topics that relate personally to students*, relying mostly upon understanding of *single, simple sentences*, supported by *repetition and plain language*, students:
 - a. **Understand** traits of multiple cultures and communities. (NH.1.a)
 - b. Identify and recognize **the main topic and some related information**. (NH.1.b)
2. **Interpersonal Communication** - In *conversations on topics that relate personally to students in a variety of settings*, using *mostly simple sentences*, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners usually understand*, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas by **building connections and showing consideration for different ideas or opinions**. (NH.2.a)
 - b. **Understand, answer, and ask a variety of questions**. (NH.2.b)
 - c. **Engage in conversation by understanding and creating language that conveys authentic, personal meaning**. (NH.2.c)
3. **Presentational Communication** - In *presentations on topics that relate personally to students in a variety of settings*, using *mostly simple sentences*, sometimes relying upon *clarification and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners usually understand*, students:
 - a. Demonstrate awareness and understanding of **relevant topics, sources**, themselves, and their audience. (NH.3.a)
 - b. Provide prepared information in culturally appropriate ways. (NH.3.b)
 - c. **Express their own authentic thoughts and preferences** in culturally appropriate ways. (NH.3.c)
4. **Intercultural Communication** - In *interactions in a variety of settings*, using *mostly simple sentences*, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners usually understand*, students:
 - a. Refer to **and ask questions about** common products, practices, **and/or perspectives** familiar to an audience's or interlocutor's culture to demonstrate understanding **and curiosity** of a target-language culture and respect towards diversity. (NH.4.a)
 - b. Use appropriate **learned** gestures and behaviors. (NH.4.b)
 - c. **Avoid major social blunders**. (NH.4.c)

Linguistic Cultures Standards

5. **Cultures** - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:
 - a. **Analyze** products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NH.5.a)
 - b. **Investigate, explain, and reflect on how culture affects identity**. (NH.5.b)
 - c. **Investigate, explain, and reflect on the similarities and differences of cultures over time**. (NH.5.c)
6. **Comparisons** - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:
 - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. **Making comparisons** between products, practices, and perspectives. (NH.6.a.1)
 2. **Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture**. (NH.6.a.2)

- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. **Interpreting, expressing, and comparing** the meaning of idioms. (NH.6.b.1)
 2. **Making comparisons of basic language forms.** (NH.6.b.2)

Lifelong Learning Standards

7. Connections - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (NH.7.a)
- b. **Understand**, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NH.7.b)

8. Communities - In *a variety of settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. **Engaging with** resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NH.8.a.1)
 2. Identifying needs and/or injustices and **designing** and taking collective action to contribute to strong communities. (NH.8.a.2)
- a. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and **accessing and evaluating** further opportunities for doing so. (NH.8.b.1)
 2. Interacting **on a regular basis** with speakers/signers of the target language to build diverse relationships. (NH.8.b.2)
 3. **Explaining** language education requirements for careers of interest. (NH.8.b.3)
 4. **Setting goals** for growth in these areas and reflecting upon progress. (NH.8.b.4)

Intermediate Low World Languages Standards

Communication Standards

1. Interpretive Communication - In *texts and conversations on topics that relate to students and their immediate environment*, relying upon understanding of *simple sentences*, supported by *repetition and plain language*, students:

- a. Understand traits of multiple cultures and communities. (IL.1.a)
- b. **Understand the main idea and related information.** (IL.1.b)

2. Interpersonal Communication - In *conversations on topics that relate to students and their immediate environment in a variety of settings*, creating *unconnected simple sentences*, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners understand*, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a)
- b. Understand, answer, and ask a variety of questions. (IL.2.b)
- c. **Initiate, maintain, and end conversations** by understanding and creating language that conveys authentic, personal meaning. (IL.2.c)

3. Presentational Communication - In *presentations on topics that relate to students and their immediate environment in a variety of settings*, creating *unconnected simple sentences*, sometimes relying upon *clarification and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners understand*, students:

- a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a)
- b. Present information, **raise awareness**, and express personal preferences in culturally appropriate ways. (IL.3.b)
- c. **Explain** their own authentic thoughts in culturally appropriate ways. (IL.3.c)

4. Intercultural Communication - In *interactions in a variety of settings*, creating *unconnected simple sentences*, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners understand*, students:

- a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IL.4.a)
- b. Use appropriate learned gestures and behaviors. (IL.4.b)
- c. Avoid major social blunders. (IL.4.c)

Linguistic Cultures Standards

5. Cultures - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
- b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
- c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)

6. Comparisons - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Making comparisons between products, practices, and perspectives. (IL.6.a.1)

2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1)
 2. Making comparisons of basic language forms. (IL.6.b.2)

Lifelong Learning Standards

7. Connections - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
- b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.7.b)

8. Communities - In *a variety of settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IL.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
 3. Explaining language education requirements for careers of interest. (IL.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)

Intermediate Mid World Languages Standards

Communication Standards

- 1. Interpretive Communication** - In *texts and conversations on a wide variety of topics that relate to students and their environment*, relying upon understanding of *series of connected sentences*, sometimes supported by *repetition and plain language*, students:
 - a. Understand traits of multiple cultures and communities. (IM.1.a)
 - b. **Understand the main idea and some supporting details.** (IM.1.b)
- 2. Interpersonal Communication** - In *conversations on a wide variety of topics that relate to students and their environment in a variety of settings*, creating *series of connected sentences*, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners easily understand*, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)
 - b. Understand, answer, and ask a variety of questions. (IM.2.b)
 - c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.2.c)
 - d. **Provide basic advice on individual or societal issues.** (IM.2.d)
- 3. Presentational Communication** - In *presentations on a wide variety of topics that relate to students and their environment, in a variety of settings*, creating *series of connected sentences*, sometimes relying upon *clarification and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners easily understand*, students:
 - a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)
 - b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.3.b)
 - c. **State a viewpoint and provide reasons to support it.** (IM.3.c)
- 4. Intercultural Communication** - In *interactions in a variety of settings*, creating *series of connected sentences*, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners easily understand*, students:
 - a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IM.4.a)
 - b. Use appropriate learned gestures and behaviors. (IM.4.b)
 - c. Avoid major social blunders. (IM.4.c)

Linguistic Cultures

- 5. Cultures** – In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IM.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (IM.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IM.5.c)
- 6. Comparisons** - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 - 1. Making comparisons between products, practices, and perspectives. (IM.6.a.1)
 - 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IM.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 - 1. Interpreting, expressing, and comparing the meaning of idioms. (IM.6.b.1)
 - 2. Making comparisons of basic language forms. (IM.6.b.2)

Lifelong Learning Standards

7. Connections - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IM.7.a)
- b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IM.7.b)

8. Communities - In *a variety of settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 - 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IM.8.a.1)
 - 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IM.8.a.2)
- b. Become lifelong learners by:
 - 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IM.8.b.1)
 - 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IM.8.b.2)
 - 3. Explaining language education requirements for careers of interest. (IM.8.b.3)
 - 4. Setting goals for growth in these areas and reflecting upon progress. (IM.8.b.4)

Intermediate High World Languages Standards

Communication Standards

1. Interpretive Communication - In *narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, or public interest*, relying upon understanding of *short paragraphs containing multiple time frames*, consisting of *straightforward or descriptive language*, students:

- a. **Analyze** traits of multiple cultures and communities. (IH.1.a)
- b. **Analyze** the main message or story line and some supporting details. (IH.1.b)

2. Interpersonal Communication - In *conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings*, creating *mostly short paragraphs*, sometimes relying upon *clarification and circumlocution*, in such a way that *speakers/signers of the language usually understand*, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IH.2.a)
- b. Understand, answer, and ask **a wide variety** of questions **across time frames**. (IH.2.b)
- c. Initiate, maintain, and end conversations **across time frames** by understanding and creating language that conveys authentic, personal meaning. (IH.2.c)
- d. **Provide advice or propose solutions** to individual or societal issues. (IH.2.d)
- e. **Provide descriptions, narrations, and comparisons across time frames**. (IH.2.e)

3. Presentational Communication - In *presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings*, creating *mostly short paragraphs*, sometimes relying upon *circumlocution*, in such a way that *speakers/signers of the language usually understand*, students:

- a. Demonstrate understanding of their **cultural context**, topic, sources, themselves, and their audiences to **adapt a presentation to a variety of settings**. (IH.3.a)
- b. Present information, raise awareness, and express preferences. (IH.3.b)
- c. **Apply authentic resources** to state and **support** a viewpoint. (IH.3.c)
- d. **Produce descriptions, narrations, and comparisons across time frames**. (IH.3.d)

4. Intercultural Communication - In *interactions in a wide variety of settings*, creating *mostly short paragraphs*, sometimes relying upon *clarification and circumlocution*, in such a way that *speakers/signers of the language usually understand*, students:

- a. **Invoke, discuss, and inquire about common products and practices that inform the perspectives** of an audience or interlocutor. (IH.4.a)
- b. **Adapt language and behavior to communicate appropriately in most formal and informal settings**. (IH.4.b)
- c. **Communicate in a manner that is clear and inoffensive to the audience/interlocutor**. (IH.4.c)
- d. **Demonstrate awareness of cultural diversity and bias**. (IH.4.d)

Linguistic Cultures Standards

5. Cultures - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. **Explain variations among** products and practices and how they relate to perspectives in multiple cultures and communities. (IH.5.a)

- b. **Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities.** (IH.5.b)
 - c. **Analyze and explain manifestations of intercultural harmony and/or conflict over time.** (IH.5.c)
- 6. Comparisons** - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:
- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Comparing how products, practices, and perspectives **reciprocally affect one another over time.** (IH.L.6.a.1)
 2. **Taking the perspective of those from different cultures to build empathy.** (IH.6.a.2)
 - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. **Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins.** (IH.6.b.1)
 2. Comparing language forms. (IH.6.b.2)
 3. **Analyzing and explaining how time frames are expressed.** (IH.6.b.3)

Lifelong Learning Standards

7. Connections - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IH.7.a)
- b. **Research, analyze**, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IH.7.b)

8. Communities - In *a wide variety of settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. **Partnering** with individuals and organizations to further investigate and enjoy target-language cultures. (IH.8.a.1)
 2. Applying linguistic, cultural, **cross-disciplinary academic skills**, and collective action to design and implement solutions to real issues facing the community. (IH.8.a.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and **researching** further opportunities to do so. (IH.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IH.8.b.2)
 3. **Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition.** (IH.8.b.3)
 4. **Identifying challenges and strategies for growth** and reflecting upon progress. (IH.8.b.4)

Advanced Low World Languages Standards

Communication Standards

1. Interpretive Communication - In *narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, social, or academic interest*, relying upon understanding of *cohesive, organized paragraphs containing multiple time frames*, students:

- a. Analyze traits of multiple cultures and communities, and **how this may influence the author's interpretive lens**. (AL.1.a)
- b. Analyze the main **and underlying** message or story line and some supporting details. (AL.1.b)

2. Interpersonal Communication - In *conversations on a variety of concrete, topics of personal, general, social, or academic interest, in a wide variety of settings*, producing *cohesive, organized paragraphs*, in a way that *speakers/signers of the language understand*, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (AL.2.a)
- b. Understand, answer, and ask a wide variety of questions across **all major time frames**. (AL.2.b)
- c. Initiate, **sustain**, and end authentic conversations. (AL.2.c)
- d. Provide advice or propose solutions to individual or societal issues. (AL.2.d)
- e. **Describe, narrate, and compare** across all major time frames. (AL.2.e)
- f. **Interact and negotiate to resolve an unexpected complication**. (AL.2.f)

3. Presentational Communication - In *presentations on a variety of concrete, topics of personal, general, social, or academic interest, in a wide variety of settings*, producing *cohesive, organized paragraphs*, in a way that *speakers/signers of the language understand*, students:

- a. **Apply** understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. (AL.3.a)
- b. Present **detailed and organized** information, **raise awareness, and question assumptions**. (AL.3.b)
- c. Apply relevant resources to **examine** and **defend** a viewpoint. (AL.3.c)
- d. **Describe, narrate, and compare** across all major time frames. (AL.3.d)

4. Intercultural Communication - In *interactions in a wide variety of settings*, producing *cohesive, organized paragraphs*, in a way that *speakers/signers of the language understand*, students:

- a. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. (AL.4.a)
- b. Adapt language and behavior to communicate appropriately in most formal and informal settings. (AL.4.b)
- c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. (AL.4.c)
- d. Demonstrate awareness of cultural diversity and bias. (AL.4.d)

Linguistic Cultures Standards

5. Cultures - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities using the target language. (AL.5.a)

- b. Analyze and explain the varied elements that contribute to their own identities and the role cultures play in developing those identities. (AL.5.b)
- c. Analyze and explain manifestations of intercultural harmony and/or conflict over time. (AL.5.c)

6. Comparisons - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. (AL.6.a.1)
 2. Taking the perspective of those from different cultures, to build empathy. (AL.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (AL.6.b.1)
 2. Comparing language forms. (AL.6.b.2)
 3. Analyzing and explaining how time frames are expressed. (AL.6.b.3)

Lifelong Learning Standards

7. Connections - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (AL.7.a)
- b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (AL.7.b)

8. Communities - In *a wide variety of settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Partnering with individuals and organizations to further investigate and enjoy target-language cultures. (AL.8.a.1)
 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. (AL.8.a.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and researching further opportunities to do so. (AL.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (AL.8.b.2)
 3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition. (AL.8.b.3)
 4. Identifying challenges and strategies for growth and reflecting upon progress. (AL.8.b.4)

Advanced Mid World Languages Standards

Communications Standards

1. Interpretive Communication - In *narrative, descriptive, and persuasive texts and conversations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance*, relying upon understanding of *series of connected paragraphs across multiple time frames*, students:

- Analyze traits of multiple cultures and communities, and how this may influence the author's lens **and their own understanding**. (AM.1.a)
- Analyze the main message or story, some supporting details, and **underlying or subtle features of the text**. (AM.1.b)

2. Interpersonal Communication - In *conversations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings*, producing *series of connected paragraphs*, in a way that *speakers/signers of the language easily understand*, students:

- Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (AM.2.a)
- Understand, answer, and ask a wide variety of questions across all major time frames. (AM.2.b)
- Initiate, sustain, and end authentic conversations. (AM.2.c)
- Provide advice or propose solutions to individual or societal issues. (AM.2.d)
- Describe, narrate, and compare across all major time frames. (AM.2.e)
- Interact and negotiate to resolve an unexpected complication. (AM.2.f)

3. Presentational Communication - *presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings*, producing *series of connected paragraphs*, in a way that *speakers/signers of the language easily understand*, students:

- Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. (AM.3.a)
- Present **complex**, detailed, organized, and **culturally relevant** information. (AM.3.b)
- Apply **multiple** relevant authentic resources to **construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues**. (AM.3.c)
- Describe, narrate, and compare across all major time frames, **in a rich, organized, complex, and detailed manner**. (AM.3.d)

4. Intercultural Communication - In *interactions in a wide variety of settings*, producing *series of connected paragraphs*, in a way that *speakers/signers of the language easily understand*, students:

- Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. (AM.4.a)
- Adapt language and behavior to communicate appropriately in most formal and informal settings. (AM.4.b)
- Communicate in a manner that is clear and inoffensive to the audience/interlocutor. (AM.4.c)
- Demonstrate awareness of cultural diversity and bias. (AM.4.d)

Linguistic Cultures Standards

5. Cultures – In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities using the target language. (AM.5.a)
- b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. (AM.5.b)
- c. Analyze and explain manifestations of intercultural harmony and/or conflict over time. (AM.5.c)

6. Comparisons - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. (AM.6.a.1)
 2. Taking the perspective of those from different cultures, to build empathy. (AM.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (AM.6.b.1)
 2. Comparing language forms. (AM.6.b.2)
 3. Analyzing and explaining how time frames are expressed. (AM.6.b.3)

Lifelong Learning Standards

7. Connections - In *a wide variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (AM.7.a)
- b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (AM.7.b)

8. Communities - In *a wide variety of settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students fully and consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Partnering with individuals and organizations to further investigate and enjoy target-language cultures. (AM.8.a.1)
 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. (AM.8.a.2)
- b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and researching further opportunities to do so. (AM.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (AM.8.b.2)
 3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition. (AM.8.b.3)
 4. Identifying challenges and strategies for growth and reflecting upon progress in language acquisition. (AM.8.b.4)

Advanced High World Languages Standards

Communication Standards

1. Interpretive Communication - In *narrative, descriptive, persuasive, and hypothetical texts and conversation on a wide variety of complex, hypothetical, and abstract topics*, relying upon understanding of *extended discourse composed of purposefully organized and connected paragraphs across multiple time frames*, students:

- a. Analyze traits of multiple cultures and communities, and how this may influence the author’s lens and their own understanding. (AH.1.a)
- b. **Evaluate** the main message or story, its supporting details, and its underlying, and **even subtle features and nuances of the text**. (AH.1.b)

2. Interpersonal Communication - In *conversations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings*, using *extended discourse composed of purposefully organized, and connected paragraphs*, in a way that *speakers/signers of the language easily understand*, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas **while identifying their own and others’ biases and demonstrating empathy and understanding**. (AH.2.a)
- b. **Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations**. (AH.2.b)
- c. Initiate, sustain, and end authentic conversations. (AH.2.c)
- d. **Propose and evaluate solutions to complex and/or hypothetical situations**. (AH.2.d)
- e. Describe, narrate, and compare **with rich, complex details** across all major time frames. (AH.2.e)
- f. Negotiate to resolve an unexpected, **unfamiliar** complication. (AH.2.f)
- g. **Discuss real-world abstract and complex matters**. (AH.2.g)

3. Presentational Communication – In *presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings*, using *extended discourse composed of purposefully organized, and connected paragraphs*, in a way that *speakers/signers of the language easily understand*, students:

- a. Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a **variety of audiences, cultures, communities, and contexts**. (AH.3.a)
- b. Present **rich**, complex, detailed, organized, and culturally relevant information. (AH.3.b)
- c. **Clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources**. (AH.3.c)
- d. Describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner. (AH.3.d)
- e. **Provide detailed, reasonable hypotheses and speculations**. (AH.3.e)

4. Intercultural Communication – In *interactions in a variety of general and specialized settings*, using *extended discourse composed of purposefully organized, and connected paragraphs*, in a way that is *easily comprehensible to any writers/speakers/signers of the language*, students:

- a. Invoke, discuss, and inquire about **many distinct** products and practices that inform the perspectives of an audience or interlocutor. (AH.4.a)
- b. Adapt their language and behavior **when interacting with others from target-language cultures in social and professional situations**. (AH.4.b)

- c. Communicate in a manner that is **free of traits of students' personal languages or cultures that would offend or confuse** the audience/interlocutor. (AH.4.c)
- d. Demonstrate awareness of cultural diversity and bias. (AH.4.d)
- e. **Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues.** (AH.4.e)

Linguistic Cultures Standards

5. Cultures - In *a variety of general and specialized settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often but sometimes need help to:

- a. **Analyze and evaluate variations** among products and practices and how they relate to perspectives in multiple cultures and communities. (AH.5.a)
- b. **Analyze and evaluate the contributions of various cultural influences in the development of identity.** (AH.5.b)
- c. **Investigate solutions to intercultural conflicts across generations around the globe.** (AH.5.c)

6. Comparisons - In *a variety of general and specialized settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often, but sometimes need help to:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of diverse target-language cultures and their own by:
 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. (AH.6.a.1)
 2. Taking the perspective of those from different cultures, to build empathy. (AH.6.a.2)
 3. **Analyzing the impact of unequal power structures on the development of group identities and cultures.** (AH.6.a.3)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (AH.6.b.1)
 2. **Discussing and analyzing the relationship of syntax and meaning.** (AH.6.b.2)
 3. **Analyzing and explaining how tone and nuance are expressed.** (AH.6.b.3)

Lifelong Learning Standards

7. Connections - In *a variety of general and specialized settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often, but sometimes need help to:

- a. **Research, analyze, discuss, and hypothesize areas of specialized professional and academic expertise across content areas.** (AH.7.a)
- b. **Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from target-language cultures.** (AH.7.b)

8. Communities - In *a variety of general and specialized settings*, using *the target language to the greatest appropriate extent for the community-based situation*, with *appropriate linguistic scaffolding*, students most often, but sometimes need help to:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Partnering with individuals and organizations to further investigate and enjoy target-language cultures. (AH.8.a.1)

2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, **and evaluate** solutions to **complex** issues facing the community. (AH.8.a.2)
- b. Become lifelong learners by:
1. Using languages for enjoyment and enrichment and **creating** opportunities to do so. (AH.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (AH.8.b.2)
 3. **Analyzing educational and career connections and the complexities of bilingualism** to develop a personal plan for language acquisition. (AH.8.b.3)
 4. Identifying challenges and strategies for growth and reflecting upon progress. (AH.8.b.4)

Superior World Languages Standards

Communications Standards

1. Interpretive Communication - In *narrative, descriptive, persuasive, and hypothetical texts and conversation on a wide variety of complex, hypothetical, and abstract topics*, relying upon understanding of *precise, sophisticated, and academic language in richly organized, extended, and cohesive texts*, students:

- a. Analyze traits of multiple cultures and communities, and how this may influence the author’s lens and their own understanding. (S.1.a)
- b. Evaluate the main message or story, its supporting details, and its underlying, and even subtle features and nuances. (S.1.b)

2. Interpersonal Communication - In *conversations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings*, using *precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse*, in a way that *speakers/signers of the language easily understand*, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas while identifying their own and others’ biases and demonstrating empathy and understanding. (S.2.a)
- b. Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations. (S.2.b)
- c. Initiate, sustain, and end authentic conversations. (S.2.c)
- d. Propose and evaluate solutions to complex and/or hypothetical situations. (S.2.d)
- e. Describe, narrate, and compare with rich, complex details across all major time frames. (S.2.e)
- f. Negotiate to resolve an unexpected, unfamiliar complication. (S.2.f)
- g. **Discuss, and resolve** real-world abstract and complex matters **effectively**. (S.2.g)

3. Presentational Communication - In *presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings*, using *precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse*, in a way that *speakers/signers of the language easily understand*, students:

- a. Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of audiences, cultures, communities, and contexts. (S.3.a)
- b. **Impactfully** present rich, complex, detailed, organized, and culturally relevant information. (S.3.b)
- c. Deliver a clearly articulated, well-structured, and thoroughly supported argument **that challenges previously held conceptions**. (S.3.c)
- d. Describe, narrate, and compare across all time frames with **precision of expression in culturally appropriate ways**. (S.3.d)
- e. **Construct complex, thorough, reasonable, and well-supported hypotheses to novel situations**. (S.3.e)

4. Intercultural Communication - In *interactions in a variety of general and specialized settings*, using *precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse*, in such a way that *speakers/signers of the language easily understand*, students:

- a. Invoke, discuss, and inquire about many distinct products and practices that inform the perspectives of an audience or interlocutor. (S.4.a)
- b. Adapt their language and behavior when interacting with others from the target-language cultures in social and professional situations. (S.4.b)

- c. Communicate in a manner that is free of traits of students' personal languages or cultures that would offend or confuse the audience/interlocutor. (S.4.c)
- d. Demonstrate awareness of cultural diversity and bias. (S.4.d)
- e. Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues. (S.4.e)

Linguistic Cultures Standards

5. Cultures - In *a variety of general and specialized settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students:

- a. Analyze and evaluate variations among products and practices and how they relate to perspectives in multiple cultures and communities. (S.5.a)
- b. Analyze and evaluate the contributions of various cultural influences in the development of identity. (S.5.b)
- c. Investigate solutions to intercultural conflicts across generations around the globe. (S.LC.Cul.5.c)

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- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (S.6.b.1)
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Lifelong Learning Standards

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 1. Partnering with individuals and organizations to further investigate and enjoy the target-language cultures. (S.8.a.1)
 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, and evaluate solutions to complex issues facing the community. (S.8.a.2)



- b. Become lifelong learners by:
1. Using languages for enjoyment and enrichment and creating opportunities to do so. (S.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (S.8.b.2)
 3. Analyzing educational and career connections and the complexities of bilingualism to develop a personal plan for language acquisition. (S.8.b.3)
 4. Identifying challenges and strategies for growth and reflecting upon progress. (S.8.b.4)