Massachusetts World Languages

Novice High

Communication

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:** 1

- 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:** 2

- 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:** 3

- 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:** 4

- 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

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c Avoid major social blunders. NH.4.C

Linguistic Cultures

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:** 5

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:** 6

a Investigate, explain, and reflect on the nature of culture through comparisons of the diverse targetlanguage cultures studied and their own by: NH.6.A

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: NH.6.B

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

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:** 7

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 ageappropriate 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:** 8

a Apply cultural and linguistic skills to participate in the school, local, and global community by: NH.8.A

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

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2 Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. NH.8.A.2

b Become lifelong learners by: NH.8.B

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