

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**

- 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](#)
 - 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**