Massachusetts World Languages

Novice Low

Communication

Interpretive Communication

1 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: NL.1

- a Recognize traits of multiple cultures and communities NL.1.A
- b Identify words, phrases, and basic information NL.1.B

Interpersonal Communication

2 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: NL.2

- a Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. NL.2.A
- b Respond to a few simple, highly practiced questions by providing basic information about themselves. NL.2.B
- c Provide memorized questions. NL.2.C

Presentational Communication

3 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: NL.3

- a Demonstrate awareness and understanding of themselves and their audience. NL.3.A
- b Provide simple, basic, prepared information in culturally appropriate ways. NL.3.B

Intercultural Communication

Skip to main content

4 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: NL.4

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. NL.4.A

b Use appropriate highly practiced gestures and behaviors. NL.4.B

c Recognize some behaviors that are likely to offend members of target-language cultures. NL.4.C

Linguistic Cultures

Cultures

5 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: NL.5

a Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. NL.5.A

b Recognize and identify factors that contribute to individual and cultural identities. NL.5.B

Comparisons

6 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: NL.6

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

1 Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. NL.6.A.1

2 Recognizing stereotypes and/or generalizations in their own and other cultures. NL.6.A.2

b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: NL.6.B

1 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

Connections

Skip to main content

7 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: NL.7

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

Communities

8 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: NL.8

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

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.A.1

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

b Become lifelong learners by: NL.8.B

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.3

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