Massachusetts World Languages

Novice Mid

Communication

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:** 1

- 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:** 2

- 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:** 3

- 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:** 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. NM.4.A
- b Use appropriate rehearsed gestures and behaviors. NM.4.B

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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: 5

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: 6

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

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: NM.6.B

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: 7

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 ageappropriate 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: 8

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

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