

***Massachusetts Curriculum Framework – 2021***

**World Languages**

**Grades Pre-Kindergarten to 12**

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# Vision

## Vision Statement

All Massachusetts students should acquire linguistic and cultural proficiency in at least one language in addition to English. Proficiency in one or more world languages will empower all 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 highly cognizant of the world that exists around them. They are empathetic listeners, 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 other disciplines from diverse[[1]](#footnote-2) perspectives, having used multiple languages and cultural competencies to research and discuss other content areas. They have a solid 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 users of the target language, especially those in their schools and communities;
* explore and celebrate the products, practices, and perspectives of other 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.

## 

## World Languages are Essential for Success in the 21st Century

**Our lives are enriched by world languages.** The experience of adopting a new language permits higher access to multiple cultures. Proficiency in multiple languages permits increased access to the art, architecture, fashion, sports, music, history, celebrations, and literature 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 learning, proficiency in multiple languages benefits human cognition. Those who are multilingual tend to demonstrate higher levels of empathy and sharper interpretive skills. [[2]](#footnote-3)

**A well-rounded pre-K to grade 12 World Language education prepares students to contribute to an increasingly diverse community and an increasingly 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.

**Our federal government recognizes the urgency of world language education.** 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. Our diplomatic, military, and intelligence services rely on people with multilingual skills to provide for our national security. Proficiency in world languages and cultures supports our economic success, as it maintains and advances our ability to trade and compete internationally as well as our ability to sustain and expand our domestic markets. The ability to read, write, and collaborate with others in multiple languages facilitates complex and dynamic research for our academic, scientific, technological, and health sectors. Multilingual proficiency among public servants is necessary to ensure that all Americans have access to critical legal and social services. It is therefore in the nation’s interest to promote and expand world language education for all.

## 2021 Massachusetts World Languages Framework: History and Review Process

The Massachusetts World Languages Framework of 2021 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 subjects of mathematics, science and technology, history and social science, English, foreign languages, and the arts.”[[3]](#footnote-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 *ACTFL Performance Guidelines for K-12 Learners* (1998).

***Under Massachusetts General Law, the study of World Languages (previously called Foreign Languages) is a core subject.***

MGL c. 69, § 1D

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*[[4]](#footnote-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 that do not use the Latin alphabet, 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 learning and a focus on social justice aligned with teaching and learning 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.

# 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 college, career, and their lives as productive, global citizens.

World language education and social justice education are intrinsically linked. By supporting all students (Guiding Principle 1) and affirming the inherent worth of all languages and cultures (Guiding Principle 2), this framework recognizes the inseverable relationship between languages, cultures, and social justice

### Social Justice

## 

## Guiding Principle 1

### Effective World Language education invites, includes, supports, and benefits 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 students with access to world language instruction. Effective World Language programs invite and accommodate students with diverse abilities, including those new to the language and heritage speakers/signers of languages other than English.

## Guiding Principle 2

### Effective World Language education advances social justice by affirming the dignity of all students, languages, and cultures.

In effective World Language education programs, students see their lives and their diverse communities reflected in the course topics and curricular materials. Students use the target language to tell their own stories and to examine their own identities. World Language education empowers them to advocate for themselves and for others and to be leaders in their schools and communities. Effective programs uphold the value of all languages and cultures. They offer language courses that meet the needs of their community. They embrace the varied vocabularies, syntaxes, and accents of the target language as it is used around the world, and they value those linguistic assets in students who are heritage users of the language. Such programs seek to disrupt stereotypes that misrepresent members of the target culture by providing accurate and affirming representations of their values, beliefs, products, and practices[[5]](#footnote-6). In doing so, effective programs emphasize the inherent worth of all cultures and languages.

## Guiding Principle 3

### Effective World Language education enables students to become linguistically and culturally proficient in languages other than English.

Proficiency in a world language is skill-based; it measures what students can do spontaneously with the language and culture across a variety of contexts. Proficiency in a language is the ability to write, speak or sign, and understand while reading, listening, and/or viewing and to behave in culturally appropriate ways[[6]](#footnote-7). Students acquire proficiency over extended periods of time. To build advanced levels of proficiency most effectively, World Language education should begin in pre-kindergarten and continue beyond grade 12.

***World Language education should begin in pre-kindergarten and continue beyond grade 12.***

## Guiding Principle 4

### Effective World Language education is communicative in nature and supports 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 input[[7]](#footnote-8) 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 exclusively in the target language in all language programs and levels, with English being used judiciously and sparingly[[8]](#footnote-9). Language instruction should be communicative[[9]](#footnote-10) - used to accomplish a purpose such as exchanging information and ideas, meeting needs, expressing and supporting opinions, and building positive relationships with teachers, peers, and community members[[10]](#footnote-11).

**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).

## Guiding Principle 5

### Effective World Language education is measurable in terms of proficiency across interpretive, interpersonal, presentational, and intercultural modes.

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

## Guiding Principle 6

### Effective World Language education fosters 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 education 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 communication[[11]](#footnote-12). Language is most effectively acquired 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 the 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.

**Meaningful and Relevant Content**

**Cultures** – products, practices, and perspectives from the target culture

**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

## Guiding Principle 8

### Effective World Language programs differentiate content and instruction, 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 an appropriate level of proficiency. The context is meaningful, reflecting a deep understanding of the students, families, and communities the district serves. 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. Instruction is designed to meet those students at the proficiency level they demonstrate and to advance them to higher levels of proficiency.

## 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 provide for students to apply those language skills to practical uses outside of the classroom, as they invest in the lives of their multilingual neighbors 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 education promotes 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. 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 who are engaging in that development.

# Standards for World Language Practice Pre-Kindergarten through Grade12

## Introduction

The Standards for World Language Practice describe the processes and skills students acquire as users 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 own 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 cannot develop in isolation from one another. Students should develop them concurrently, and not focus upon one to the exclusion of the others.

## The Practices

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

**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-appropriate reading, viewing, and listening skills as they engage with a text. Text, in these standards, can be any authentic conveyor of information from the target culture. This includes 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 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, feelings, and opinions.** 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 real time. Students exercise cultural understanding and social skills to effectively exchange information with their interlocutor(s)[[12]](#footnote-13). 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, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media 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.

**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 the target culture’s 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

**Practice 5: Cultures - Gain cultural competence and understanding.** Students acquire knowledge about their own and other cultures’ products, practices, and perspectives, 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 cultures and languages. 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

**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 improve 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 development 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 lead and serve all stakeholders in their community.** The act of acquiring a new language and culture is a practice in empathy, critical thinking, and reducing prejudice, for in learning 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, serve, and lead their communities in an informed manner. When communicating in the target language, and when supported by appropriate linguistic scaffolding based on proficiency level, student age, and grade level:

* 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 other languages and members of other cultures.
* Students recognize and seek to correct stereotypes, systems, and privileges that harm speakers/signers of other languages and members of other 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 only demonstrate intermediate low proficiency in presentational writing. Similarly, students may have deep or even personal understanding of the target culture, 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, read, sign, speak, view, 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 the target culture and language 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.

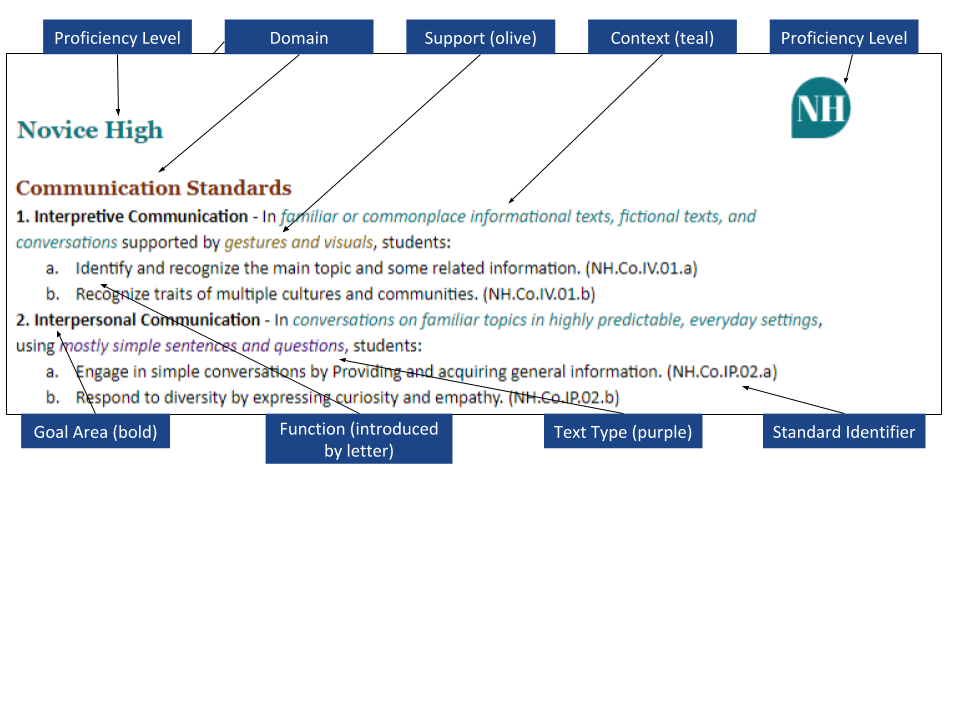
### Standards

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. Each standard in the communication domain contains up to four different components. They are color-coded to allow viewers to readily identify them and to facilitate horizontal and vertical alignment.

* Function
  + The simplest and most straightforward expression of the standard, the function describes what students *can do* with the language across a variety of topics.
  + For example, novice writers produce memorized language (a novice function), while advanced writers describe, narrate, and resolve unexpected complications (advanced functions).
  + The functions are the standards that the students perform. They appear in black print in a list following the introductory sentence.
  + **Bolded text** within the function descriptorindicates a brand-new function that emerges at a higher proficiency level or a new, more rigorous feature of a previously acquired function.
* Context
  + Context describes the settings, situations, and conditions in which students can use the language to accomplish a function.
  + For example, novice learners function best in highly predictable or even practiced settings (a novice context), while intermediate learners can demonstrate skills in straightforward, everyday settings (an intermediate context).
  + The context appears in the standard’s opening sentence where the functions are introduced. The context is printed in teal.
* Text type
  + Text type describes the length and complexity (words, sentences, paragraphs, etc.) of the language students produce 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 is printed in purple.
* Supports
  + Supports describe what students need to accomplish the function.
  + For example, to understand an advertisement, novice learners may need to partially rely upon images.
  + At upper levels of proficiency, supports may not be necessary.
  + Supports appear in the standard’s opening sentence where the functions are introduced. Supports are printed in olive green.

### Social Justice and Social and Emotional Skills

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.

**Example**

## 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 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 may 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.

**Languages with diverse written representations (DWR languages).** 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 DWR language 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.

### Varied program types

**Elementary programs.** All elementary students can and should acquire proficiency in languages 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.

**Heritage language programs**. World language programs that teach heritage speakers/signers of the target language benefit from the profound linguistic and cultural knowledge that their students bring into the classrooms. These students also bring numerous skills and levels of proficiency into the classroom. Heritage classes often, but not always, serve students who are proficient in interpersonal and intercultural communication. This often means that there is a noticeable lack of uniformity among the proficiency demonstrated in the interpersonal/ intercultural modes and the presentational writing/interpretive reading modes.

## Novice Low World Languages Standards

### Communication Standards

**1. Interpretive Communication -** In *straightforward texts and conversations on very familiar, everyday topics*, relying upon *practiced or memorized words or phrases* supported by *visuals and gestures*, students:

1. Recognize traits of multiple cultures and communities. (NL.Com.Ipv.1.a)
2. Identify words, phrases, and basic information. (NL.Com.Ipv.1.b)

**2. Interpersonal Communication -** In *straightforward conversations**on very familiar, everyday topics in highly predictable, common daily settings*, using *practiced or memorized words or phrases* and with the help of*visuals and gestures*, students:

1. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.Com.Ipl.2.a)
2. Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.Com.Ipl.2.b)
3. Provide memorized questions. (NL.Com.Ipl.2.c)

**3. Presentational Communication -** In *straightforward presentations on very familiar, everyday topics*, using *practiced or memorized words or phrases* and the help of *visuals or gestures*, students:

1. Demonstrate awareness and understanding of themselves and their audience. (NL.Com.Prs.3.a)
2. Provide simple, basic, prepared information in culturally appropriate ways. (NL.Com.Prs.3.b)

**4. Intercultural Communication -** In *straightforward interactions in highly predictable common daily settings*, using *practiced or memorized words or phrases* and with the help of*visuals and gestures*, students:

1. 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.Com.Ict.4.a)
2. Use appropriate highly practiced behaviors. (NL.Com.Ict.4.b)
3. Recognize some obviously inappropriate behaviors. (NL.Com.Ict.4.c)

### Linguistic Cultures Standards

**5. Cultures -**In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students minimally but consistently:

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

**6. Comparisons -** In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students minimally but consistently:

1. 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. (NL.LC.Cp.6.a.1)
   2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NL.LC.Cp.6.a.2)
2. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
   1. Identifying cognates. (NL.LC.Cp.6.b.1)
   2. Comparing basic idiomatic expressions. (NL.LC.Cp.6.b.2)
   3. Identifying similarities and differences in the sound and writing systems. (NL.LC.Cp.6.b.3)

### Lifelong Learning Standards

**7. Connections -**In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students minimally but consistently:

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

**8. Communities -**In *straightforward interactions in highly predictable common daily settings*, using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students minimally but consistently:

1. 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 the target cultures. (NL.LL.Cmt.8.a.1)
   2. Identifying needs and/or injustices in communities and taking collective action to improve them. (NL.LL.Cmt.8.a.2)
2. Become lifelong learners by:
   1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.LL.Cmt.8.b.1)
   2. Interacting with speakers/signers of the target language to build diverse relationships. (NL.LL.Cmt.8.a.2)
   3. Identifying uses of target language in the community. (NL.LL.Cmt.8.a.3)
   4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NL.LL.Cmt.8.a.4)

## Novice Mid World Languages Standards

### Communication Standards

**1. Interpretive Communication -** In *straightforward texts and conversations on very familiar, everyday topics*, relying upon *practiced or memorized words, phrases, and some sentences* supported by *visuals and gestures*, students:

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

**2. Interpersonal Communication** - In *straightforward conversations on very familiar, everyday topics in highly predictable common daily settings,* using *practiced or memorized words, phrases, and sometimes sentences* and with the help of *visuals and gestures*, students:

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

**3. Presentational Communication -** In *straightforward presentations on very familiar, everyday topics*, using *practiced or memorized words, phrases, and sometimes sentences* and with the help of *visuals or gestures*, students:

1. Demonstrate awareness and understanding of themselves and their audience. (NM.Com.Prs.3.a)
2. Provide simple, basic, **prepared or spontaneous** informationin culturally appropriate ways. (NM.Com.Prs.3.b)

**4. Intercultural Communication** - In *straightforward interactions in highly predictable common daily settings*, using *practiced or memorized words, phrases, and sometimes sentences* and with the help of *visuals and gestures*, students:

1. 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.Com.Ict.4.a)
2. Use appropriate **rehearsed** behaviors. (NM.Com.Ict.4.b)
3. Recognize some obviously inappropriate behaviors. (NM.Com.Ict.4.c)

### Linguistic Cultures Standards

**5. Cultures -** In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

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

**6. Comparisons -** In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

1. 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.LC.Cp.6.a.1)
   2. Recognizing stereotypes and/or generalizations in their own and other cultures. (NM.LC.Cp.6.a.2)
2. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
   1. Identifying cognates. (NM.LC.Cp.6.b.1)
   2. Comparing basic idiomatic expressions. (NM.LC.Cp.6.b.2)
   3. Identifying similarities and differences in the sound and writing systems. (NM.LC.Cp.6.b.3)

### Lifelong Learning Standards

**7. Connections -** In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

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

**8. Communities -** In *straightforward interactions in highly predictable common daily settings*,using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students fully and consistently:

1. 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 the target cultures. (NM.LL.Cmt.8.a.1)
   2. Identifying needs and/or injustices in communities and taking collective action to improve them. (NM.LL.Cmt.8.a.2)
2. Become lifelong learners by:
   1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NM.LL.Cmt.8.b.1)
   2. Interacting with speakers/signers of the target language to build diverse relationships. (NM.LL.Cmt.8.b.2)
   3. Identifying uses of target language in the community. (NM.LL.Cmt.8.b.3)
   4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NM.LL.Cmt.8.b.4)

## Novice High World Languages Standards

### Communication Standards

**1. Interpretive Communication -** In *straightforward texts and conversations on familiar, everyday topics* relying mostly upon understanding of *single, simple sentences* supported by *gestures and visuals*, students:

1. **Understand** traits of multiple cultures and communities. (NH.Com.Ipv.1.a)
2. Identify and recognize **the main topic and some related information.** (NH.Com.Ipv.1.b)

**2. Interpersonal Communication** - In *straightforward conversations on familiar, everyday topics in predictable, common daily settings*, using *mostly simple sentences*, and with some help from *visuals, gestures, clarification, and circumlocution*, students:

1. Respond to culturally diverse interlocutors, products, practices, and ideas by **building connections and showing consideration for different ideas or opinions.** (NH.Com.Ipl.2.a)
2. **Understand, answer, and ask a variety of questions.** (NH.Com.Ipl.2.b)
3. **Engage in conversation by understanding and creating language that conveys authentic, personal meaning.** (NH.Com.Ipl.2.c)

**3. Presentational Communication** - In *straightforward presentations on familiar, everyday topics*, using *mostly simple sentences*, and sometimes relying upon *visuals, gestures, or circumlocution*, students:

1. Demonstrate awareness and understanding of **relevant topics, sources**, themselves, and their audience. (NH.Com.Prs.3.a)
2. Provide prepared information in culturally appropriate ways. (NH.Com.Prs.3.b)
3. **Express their own authentic thoughts and preferences** in culturally appropriate ways. (NH.Com.Prs.3.c)

**4. Intercultural Communication -** In *straightforward interactions in predictable, common daily settings*, using *mostly simple sentences*, and with some help from *visuals, gestures, clarification, and circumlocution*, students:

1. 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.Com.Ict.4.a)
2. Use appropriate **learned** behaviors. (NH.Com.Ict.4.b)
3. **Avoid major social blunders.** (NH.Com.Ict.4.c)

### Linguistic Cultures Standards

**5. Cultures -** In*straightforward interactions in predictable, common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

1. **Analyze** products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NH.LC.Cul.5.a)
2. **Investigate, describe, and reflect** **on how culture affects identity**. (NH.LC.Cul.5.b)
3. **Investigate, describe, and reflect on the similarities and differences of cultures over time**. (NH.LC.Cul.5.c)

**6. Comparisons - In** *straightforward interactions in predictable, common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

1. 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.LC.Cp.6.a.1)
   2. **Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture**. (NH.LC.Cp.6.a.2)
2. 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.LC.Cp.6.b.1)
   2. **Making comparisons of basic language forms**. (NH.LC.Cp.6.b.2)

### Lifelong Learning Standards

**7. Connections -** In *straightforward interactions in predictable, common daily settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

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

**8. Communities -** In *straightforward interactions in predictable, common daily settings*,using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

1. 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 the target cultures. (NH.LL.Cmt.8.a.1)
   2. Identifying needs and/or injustices in communities and **designing** and taking collective action to improve them. (NH.LL.Cmt.8.a.2)
2. Become lifelong learners by:
   1. Using languages for enjoyment and enrichment and **accessing and evaluating** further opportunities. (NH.LL.Cmt.8.b.1)
   2. Interacting **on a regular basis** with speakers/signers of the target language to build diverse relationships. (NH.LL.Cmt.8.b.2)
   3. **Explaining** language education requirements for careers of interest. (NH.LL.Cmt.8.b.3)
   4. **Setting goals** for growth in these areas and reflecting upon progress. (NH.LL.Cmt.8.b.4)

## Intermediate Low World Languages Standards

### Communication Standards

**1. Interpretive Communication -** In *straightforward texts and conversations on topics that relate personally to students and their immediate environment*, relying upon understanding of *unconnected* *simple sentences* consisting of *uncomplicated, familiar language,* students:

1. Understand traits of multiple cultures and communities. (IL.Com.Ipv.1.a)
2. **Demonstrate understanding of the main idea and related information**. (IL.Com.Ipv.1.b)

**2. Interpersonal Communication -** In *straightforward conversations on topics that relate personally to the students and their immediate environment, in a variety of uncomplicated settings*, creating *unconnected simple sentences*, and sometimes relying upon *clarification and circumlocution*, students:

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

**3. Presentational Communication -** In *straightforward presentations on topics that relate personally to the students and their immediate environment*, creating *unconnected simple sentences*, and sometimes relying upon *clarification or circumlocution,*students:

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

**4. Intercultural Communication -** In *straightforward interactions in* *a variety of uncomplicated settings*, creating *unconnected simple sentences*, and sometimes relying upon *clarification and circumlocution*, students:

1. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience’s or interlocutor’s culture to demonstrate understandingand curiosityof a target language culture and respect towards diversity**.** (IL.Com.Ict.4.a)
2. Use appropriate learned behaviors. (IL.Com.Ict.4.b)
3. Avoid major social blunders. (IL.Com.Ict.4.c)

### Linguistic Cultures Standards

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

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

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

1. 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.LC.Cp.6.a.1)
   2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.LC.Cp.6.a.2)
2. 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.LC.Cp.6.b.1)
   2. Making comparisons of basic language forms. (IL.LC.Cp.6.b.2)

### Lifelong Learning Standards

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

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

**8. Communities -** In *straightforward interactions in* *a variety of uncomplicated settings*, using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students minimally but consistently:

1. 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 the target cultures. (IL.LL.Cmt.8.a.1)
   2. Identifying needs and/or injustices in communities and designing and taking collective action to improve them. (IL.LL.Cmt.8.a.2)
2. Become lifelong learners by:
   1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities. (IL.LL.Cmt.8.b.1)
   2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.LL.Cmt.8.b.2)
   3. Explaining language education requirements for careers of interest. (IL.LL.Cmt.8.b.3)
   4. Setting goals for growth in these areas and reflecting upon progress. (IL.LL.Cmt.8.b.4)

## Intermediate Mid World Languages Standards

### Communication Standards

**1. Interpretive Communication -** In *straightforward texts and conversations on topics that relate personally to students and their immediate environment*, relying upon understanding of *series of connected sentences* consisting of *uncomplicated, familiar language,* students:

1. Understand traits of multiple cultures and communities. (IM.Com.Ipv.1.a)
2. **Comprehend** the main idea and some supporting details. (IM.Com.Ipv.1.b)

**2. Interpersonal Communication -** In *straightforward conversations on topics that relate personally to students and their immediate environment, in a variety of uncomplicated settings*, creating *series of connected sentences*, sometimes relying upon *clarification and circumlocution*, students:

1. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.Com.Ipl.2.a)
2. Understand, answer, and ask a variety of questions. (IM.Com.Ipl.2.b)
3. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.Com.Ipl.2.c)
4. **Provide basic advice on individual or societal issues.** (IM.Com.Ipl.2.d)

**3. Presentational Communication -** In *straightforward presentations on topics that relate personally to students and their immediate environment*, creating *series of connected sentences*, and sometimes relying upon *circumlocution* students:

1. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.Com.Prs.3.a)
2. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.Com.Prs.3.b)
3. **State a viewpoint and give reasons to support it**. (IM.Com.Prs.3.c)

**4. Intercultural Communication -** In *straightforward interactions in a variety of uncomplicated settings*, creating *series of connected sentences*, sometimes relying upon *clarification and circumlocution*, students:

1. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience’s or interlocutor’s culture to demonstrate understandingand curiosityof a target language culture and respect towards diversity**.** (IM.Com.Ict.4.a)
2. Use appropriate learned behaviors. (IM.Com.Ict.4.b)
3. Avoid major social blunders. (IM.Com.Ict.4.c)

### Linguistic Cultures

**5. Cultures -** In *straightforward interactions in a variety of uncomplicated settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

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

**6. Comparisons -** In *straightforward interactions in a variety of uncomplicated settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

1. 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.LC.Cp.6.a.1)
   2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IM.LC.Cp.6.a.2)
2. 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.LC.Cp.6.b.1)
   2. Comparing basic language forms. (IM.LC.Cp.6.b.2)

### Lifelong Learning Standards

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

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

**8. Communities -** In *straightforward interactions in a variety of uncomplicated settings*, using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students fully and consistently:

1. 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 the target cultures. (IM.LL.Cmt.8.a.1)
   2. Identifying needs and/or injustices in communities and designing and taking collective action to improve them. (IM.LL.Cmt.8.a.2)
2. Become lifelong learners by:
   1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities. (IM.LL.Cmt.8.b.1)
   2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IM.LL.Cmt.8.b.2)
   3. Explaining language education requirements for careers of interest. (IM.LL.Cmt.8.b.3)
   4. Setting goals for growth in these areas and reflecting upon progress. (IM.LL.Cmt.8.b.4)

## Intermediate High World Languages Standards

### Communication Standards

**1. Interpretive Communication -** In *texts and conversations on most topics of general or public interest, using multiple time frames*, relying upon understanding of *short paragraphs* consisting of *straightforward or descriptive language*, students:

1. **Analyze** traits of multiple cultures and communities. (IH.Com.Ipv.1.a)
2. **Analyze** the main message or storyline and some supporting details. (IH.Com.Ipv.1.b)

**2. Interpersonal Communication -** In *conversations on most topics of general or public interest, in a variety of uncomplicated settings*, creating *mostly short paragraphs*, sometimes relying upon *clarification and circumlocution*, students:

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

**3. Presentational Communication -** In *presentations on most topics of general or public interest*, creating *mostly short paragraphs*, and sometimes relying upon *circumlocution*, students:

1. Demonstrate understanding oftheir **cultural context**, topic, sources, themselves, and their audiences **to adapt a presentation to a variety of settings**. (IH.Com.Prs.3.a)
2. Present information, raise awareness, express preferences, and **incorporate relevant resources**. (IH.Com.Prs.3.b)
3. State and **support** a viewpoint. (IH.Com.Prs.3.c)
4. **Produce descriptions, narrations, and comparisons across time frames**. (IH.Com.Prs.3.d)

**4. Intercultural Communication -** In *interactions in a variety of uncomplicated settings*, creating *mostly short paragraphs*, sometimes relying upon *clarification and circumlocution*, students:

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

### Linguistic Cultures Standards

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

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

**6. Comparisons -** In *interactions in a variety of uncomplicated settings*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

1. 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.LC.Cp.6.a.1)
   2. **Taking the perspective of those from different cultures to build empathy**. (IH.LC.Cp.6.a.2)
2. 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.LC.Cp.6.b.1)
   2. Comparing language forms. (IH.LC.Cp.6.b.2)
   3. **Analyzing and explaining how time frames are expressed**. (IH.LC.Cp.6.b.3)

### Lifelong Learning Standards

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

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

**8. Communities** **-** In *interactions in a variety of uncomplicated settings*,using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,,* with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

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

## Advanced Low World Languages Standards

### Communication Standards

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

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

**2. Interpersonal Communication** - In *conversations on* *a variety of concrete, academic, and social topics of significance, in a variety of settings with everyday complications*, producing *cohesive, organized paragraphs*, students:

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

**3. Presentational Communication** - In *presentations on a variety of concrete, academic, and social topics of significance*, producing *cohesive, organized paragraphs*, students:

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

**4. Intercultural Communication -** In *interactions in a variety of settings with everyday complications*, producing *cohesive, organized paragraphs*, students:

1. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. (AL.Com.Ict.4.a)
2. Adapt language and behavior to communicate appropriately in most formal and informal settings. (AL.Com.Ict.4.b)
3. Communicate in a manner that is clear, comfortable, and free of most social blunders. (AL.Com.Ict.4.c)
4. Demonstrate awareness of cultural diversity and bias. (AL.Com.Ict.4.d)

### Linguistic Cultures Standards

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

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

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

1. 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.LC.Cp.6.a.1)
   2. Taking the perspective of those from different cultures, to build empathy. (AL.LC.Cp.6.a.2)
2. 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.LC.Cp.6.b.1)
   2. Comparing language forms. (AL.LC.Cp.6.b.2)
   3. Analyzing and explaining how time frames are expressed. (AL.LC.Cp.6.b.3)

### Lifelong Learning Standards

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

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

**8. Communities** **-** In *interactions in a variety of settings with everyday complications*,using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students minimally but consistently:

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

## Advanced Mid World Languages Standards

### Communications Standards

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

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

**2. Interpersonal Communication -** In *conversations on a wide variety of concrete academic, professional, and social topics of general or personal interest, in a variety of settings with everyday complications*, producing *series of connected paragraphs*, students:

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

**3. Presentational Communication -***In presentations on a wide variety of concrete academic, professional, and social topics of general or personal interest* producing *series of connected paragraphs*, students:

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

**4. Intercultural Communication -** In *interactions in a variety of settings with everyday complications*, producing *series of connected paragraphs*, students:

1. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. (AM.Com.Ict.4.a)
2. Adapt language and behavior to communicate appropriately in most formal and informal settings. (AM.Com.Ict.4.b)
3. Communicate in a manner that is clear, comfortable, and free of most social blunders. (AM.Com.Ict.4.c)
4. Demonstrate awareness of cultural diversity and bias. (AM.Com.Ict.4.d)

### Linguistic Cultures Standards

**5. Cultures -** In *interactions in a variety of settings with everyday complications*, using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

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

**6. Comparisons -** In *interactions in a variety of settings with everyday complications*, using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students fully and consistently:

1. 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.LC.Cp.6.a.1)
   2. Taking the perspective of those from different cultures, to build empathy. (AM.LC.Cp.6.a.2)
2. 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.LC.Cp.6.b.1)
   2. Comparing language forms. (AM.LC.Cp.6.b.2)
   3. Analyzing and explaining how time frames are expressed. (AM.LC.Cp.6.b.3)

### Lifelong Learning Standards

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

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

**8. Communities** **-** In *interactions in a variety of settings with everyday complications*, using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students fully and consistently:

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

## Advanced High World Languages Standards

### Communication Standards

**1. Interpretive Communication -**  In *descriptive, narrative, and persuasive texts and conversations across multiple time frames and including multiple speakers, signers, writers, and/or viewpoints, on most topics of general, personal, academic, professional, and social interest, and often addressing abstract experiences or hypothetical issues*, relying upon understanding of *extended discourse composed of, purposefully organized and connected paragraphs,* students:

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

**2. Interpersonal Communication -** In *conversations on most topics of general, personal, academic, professional, and social interest, and often addressing abstract experiences or hypothetical issues, in a variety of specialized settings with everyday complications and some unanticipated complications*, using *extended discourse composed of purposefully organized, and connected paragraphs*, students:

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

**3. Presentational Communication -** In *presentations on most topics of general, personal, academic, professional, and social interest, and often addressing abstract experiences or hypothetical issues*, using *extended discourse composed of purposefully organized, and connected paragraphs*, students:

1. 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.Com.Prs.3.a)
2. Present **rich**, complex, detailed, organized, and culturally relevant information. (AH.Com.Prs.3.b)
3. **Clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources**. (AH.Com.Prs.3.c)
4. Describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner. (AH.Com.Prs.3.d)
5. **Provide detailed, reasonable hypotheses and speculations**. (AH.Com.Prs.3.e)

**4. Intercultural Communication** - In *interactions in a variety of specialized settings with everyday complications and some unanticipated complications*, using *extended discourse composed of organized, and purposefully connected paragraphs*, students:

1. Invoke, discuss, and inquire about **many distinct** products and practices that inform the perspectives of an audience or interlocutor. (AH.Com.Ict.4.a)
2. Adapt their language and behavior **when interacting with others from the target culture in social and professional situations.** (AH.Com.Ict.4.b)
3. Communicate in a manner that is clear, comfortable, and **free of traits of students’ personal languages or cultures that would offend or confuse** the target interlocutors and/or audiences. (AH.Com.Ict.4.c)
4. Demonstrate awareness of cultural diversity and bias. (AH.Com.Ict.4.d)
5. **Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues**. (AH.Com.Ict.4.e)

### Linguistic Cultures Standards

**5. Cultures -** In *interactions in a variety of specialized settings with everyday complications and some unanticipated complications*, using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often but sometimes need help to:

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

**6. Comparisons -** In *interactions in a variety of specialized settings with everyday complications and some unanticipated complications*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often, but sometimes need help to:

1. 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. (AH.LC.Cp.6.a.1)
   2. Taking the perspective of those from different cultures, to build empathy. (AH.LC.Cp.6.a.2)
   3. **Analyzing the impact of unequal power relations on the development of group identities and cultures**. (AH.LC.Cp.6.a.3)
2. 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.LC.Cp.6.b.1)
   2. **Discussing and analyzing the relationship of syntax and meaning**. (AH.LC.Cp.6.b.2)
   3. **Analyzing and explaining how tone and nuance are expressed**. (AH.LC.Cp.6.b.3)

### Lifelong Learning Standards

**7. Connections -** In *interactions in a variety of specialized settings with everyday complications and some unanticipated complications*, using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students most often, but sometimes need help to:

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

**8. Communities -** In *interactions in a variety of specialized settings with everyday complications and some unanticipated complications*,using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students most often, but sometimes need help to:

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

## Superior World Languages Standards

### Communications Standards

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

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

**2. Interpersonal Communication -** In *conversations on* *a wide variety of often unfamiliar, complex, hypothetical, and abstract topics, in a wide variety of familiar and unfamiliar, formal and informal, general and specialized settings with unanticipated complications*, using *precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse*, students:

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

**3. Presentational Communication -** In *presentations on* *a wide variety of often unfamiliar, complex, hypothetical, and abstract topics*, using *precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse*, students:

1. 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.Com.Prs.3.a)
2. **Impactfully** present rich, complex, detailed, organized, and culturally relevant information. (S.Com.Prs.3.b)
3. Deliver a clearly articulated, well-structured, and thoroughly supported argument **that challenges previously held conceptions**. (S.Com.Prs.3.c)
4. Describe, narrate, and compare across all time frames with **precision of expression in culturally appropriate ways**. (S.Com.Prs.3.d)
5. **Deliver complex, thorough, reasonable, and well-supported hypotheses to novel situations**. (S.Com.Prs.3.e)

**4. Intercultural Communication -** In *interactions in a wide variety of familiar and unfamiliar, formal and informal, general and specialized settings with unanticipated complications*, using *precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse*, students:

1. Invoke, discuss, and inquire aboutmany distinct products and practices that inform the perspectives of an audience or interlocutor. (S.Com.Ict.4.a)
2. Adapt their language and behavior when interacting with others from the target culture in social and professional situations. (S.Com.Ict.4.b)
3. Communicate in a manner that is clear, comfortable, and free of traits of students’ personal languages or cultures that would offend or confuse the target interlocutors and/or audiences. (S.Com.Ict.4.c)
4. Demonstrate awareness of cultural diversity and bias. (S.Com.Ict.4.d)
5. Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues. (S.Com.Ict.4.e)

### Linguistic Cultures Standards

**5. Cultures -** In *interactions in a wide variety of familiar and unfamiliar, formal and informal, general and specialized settings with unanticipated complications*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students:

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

**6. Comparisons -** In *interactions in a wide variety of familiar and unfamiliar, formal and informal, general and specialized settings with unanticipated complications*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students:

1. 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**. (S.LC.Cp.6.a.1)
   2. Taking the perspective of those from different cultures, to build empathy. (S.LC.Cp.6.a.2)
   3. Analyzing the impact of unequal power relations on the development of group identities and cultures. (S.LC.Cp.6.a.3)
2. 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.LC.Cp.6.b.1)
   2. Discussing and analyzing the relationship of syntax and meaning. (S.LC.Cp.6.b.2)
   3. Analyzing and explaining how tone and nuance are expressed. (S.LC.Cp.6.b.3)

### Lifelong Learning Standards

**7. Connections -** In *interactions in a wide variety of familiar and unfamiliar, formal and informal, general and specialized settings with unanticipated complications*,using *the target language exclusively (or almost exclusively),* with *appropriate linguistic scaffolding*, students:

1. Research, analyze, discuss, and hypothesize areas of specialized professional and academic expertise across content areas. (S.LL.Cx.7.a)
2. Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from the target cultures. (S.LL.Cx.7.b)

**8. Communities -** In *interactions in a wide variety of familiar and unfamiliar, formal and informal, general and specialized settings with unanticipated complications*,using *the target language exclusively, almost exclusively, or to the maximum extent that community-based standards require,* with *appropriate linguistic scaffolding*, students:

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

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. [↑](#footnote-ref-2)
2. Javor, R. (2016). Bilingualism, theory of mind and perspective-taking: The effect of early bilingual exposure. *psychology and behavioral sciences*, *5*(6), 143–148. [↑](#footnote-ref-3)
3. Massachusetts General Law, c. 69 §1D [↑](#footnote-ref-4)
4. The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages*. 4th ed. Alexandria, VA: ACTFL. [↑](#footnote-ref-5)
5. Glynn, C., Wesely, P., Wassell, B. (2014). *Words and actions: Teaching languages through the lens of social justice.* Alexandria, VA: ACTFL. [↑](#footnote-ref-6)
6. The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages*. 4th ed. Alexandria, VA: ACTFL. [↑](#footnote-ref-7)
7. Grahn, L, & McAlpine, D. (2017). *Keys To strategies for language instruction: engagement, relevance, critical thinking, collaboration.* Alexandria, VA: ACTFL. [↑](#footnote-ref-8)
8. Classical languages in particular may have a great deal of 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 aids in the development of interpretive skills. Thus, the principle of sparing and judicious use of English should still apply to Classical Language programs. [↑](#footnote-ref-9)
9. Guiding Principles for Language Learners. (n.d.). Retrieved March 30, 2020, from https://www.actfl.org/guiding-principles [↑](#footnote-ref-10)
10. See Guiding Principle #10. [↑](#footnote-ref-11)
11. VanPatten, B. (2017). *While we’re on the topic.* Alexandria, VA: ACTFL [↑](#footnote-ref-12)
12. This framework uses the term *interlocutor* to refer to participants in a conversation (written, spoken, or signed). [↑](#footnote-ref-13)