Content Standards at a Glance

The tables on the following pages comprise the content standards found in the 2021 Massachusetts World Languages Curriculum Framework. Please note that space limitations prevented the type of text that students are asked to interpret in the interpretive mode from appearing in these tables. When determining what type of text to select for students to interpret, please refer to the adopted 2021 Massachusetts World Languages Content Standards. Interpretive text type may also be found in the supporting resource entitled *Linguistic Components*.

Novice Low

Context	Text Type	Support	Comprehensibility
Topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable	Practiced or memorized words or phrases	Repetition, visual aids, and gestures	Speakers/signers of the language who are accustomed to engaging with language learners sometimes understand

		Functions
Communication	1 Interpretive	a. Recognize traits of multiple cultures and communities. b. Identify words, phrases, and basic information.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. b. Respond to a few simple, highly practiced questions by providing basic information about themselves. c. Provide memorized questions.
	3 Presentational	a. Demonstrate awareness and understanding of themselves and their audience. b. Provide simple, basic, prepared information in culturally appropriate ways.
	4 Intercultural	a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. b. Use appropriate highly practiced gestures and behaviors. c. Recognize some behaviors that are likely to offend members of target-language cultures.
Linguistic Cultures	5 Cultures	a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Recognize and identify factors that contribute to individual and cultural identities.
	6 Comparisons	a. 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. 2. Recognizing stereotypes and/or generalizations in their own and other cultures. b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. 2. Comparing basic idiomatic expressions. 3. Identifying similarities and differences in the sound and writing systems.
Lifelong Learning	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. 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 target-language cultures. 2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and exploring more options for doing so. 2. Interacting with speakers/signers of the target language to build diverse relationships. 3. Identifying uses of the target language in the community. 4. Choosing goals for linguistic and cultural growth and reflecting upon progress.

Novice Mid

Context	Text Type	Support	Comprehensibility
Topics of high familiarity and interest to students in a variety of settings	Practiced or memorized word, phrases, and some sentences	Repetition, visual aids, and gestures	Speakers/signers of the language who are accustomed to engaging with language learners often understand

		Functions
Communication	1 Interpretive	a. Recognize traits of multiple cultures and communities. b. Identify **some basic facts** from the text.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. b. Respond to **questions** by expressing basic information about themselves. c. **Ask highly predictable, formulaic questions.**
	3 Presentational	a. Demonstrate awareness and understanding of themselves and their audience. b. Provide simple, basic, prepared information in culturally appropriate ways.
	4 Intercultural	a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. b. Use appropriate **rehearsed** gestures and behaviors. c. Recognize some behaviors that are likely to offend members of target-language cultures.
Linguistic Cultures	5 Cultures	a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Recognize and identify factors that contribute to individual and cultural identities.
	6 Comparisons	a. 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. 2. Recognizing stereotypes and/or generalizations in their own and other cultures. b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates. 2. Comparing basic idiomatic expressions. 3. Identifying similarities and differences in the sound and writing systems.
Lifelong Learning	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. 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 target-language cultures. 2. Identifying needs and/or injustices and taking collective action to contribute to strong communities. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and exploring more options for doing so. 2. Interacting with speakers/signers of the target language to build diverse relationships. 3. Identifying uses of the target language in the community. 4. Choosing goals for linguistic and cultural growth and reflecting upon progress.

Novice High

Context	Text Type	Support	Comprehensibility
Topics that relate personally to students in a variety of settings	Mostly simple sentences	repetition, clarification, circumlocution, and plain language	speakers/signers of the language who are accustomed to engaging with language learners usually understand

		Functions
Communication	1 Interpretive	a. **Understand** traits of multiple cultures and communities. b. Identify and recognize **the main topic and some related information**.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by **building connections and showing consideration for different ideas or opinions.** b. **Understand, answer, and ask a variety of questions.** c. **Engage in conversation by understanding and creating language that conveys authentic, personal meaning.**
	3 Presentational	a. Demonstrate awareness and understanding of **relevant topics, sources**, themselves, and their audience. b. Provide prepared information in culturally appropriate ways. c. **Express their own authentic thoughts and preferences** in culturally appropriate ways.
	4 Intercultural	a. Refer to **and ask questions about** common products, practices, **and/or perspectives** familiar to an audience's or interlocutor's culture to demonstrate understanding **and curiosity of** a target-language culture and respect towards diversity. b. Use appropriate **learned** gestures and behaviors. c. **Avoid major social blunders.**
Linguistic Cultures	5 Cultures	a. **Analyze** products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. **Investigate, explain, and reflect on how culture affects identity**. c. **Investigate, explain, and reflect on the similarities and differences of cultures over time**.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. **Making comparisons** between products, practices, and perspectives. 2. **Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture**. b. 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. 2. **Making comparisons of basic language forms**.
Lifelong Learning	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. **Understand**, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. 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 target-language cultures. 2. Identifying needs and/or injustices and **designing** and taking collective action to contribute to strong communities. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and **accessing and evaluating** further opportunities for doing so. 2. Interacting **on a regular basis** with speakers/signers of the target language to build diverse relationships. 3. **Explaining** uses of the target language in the community. 4. **Setting** goals for linguistic and cultural growth and reflecting upon progress.

Intermediate Low

Context	Text Type	Support	Comprehensibility
Topics that relate to students and their immediate environment in a variety of settings	Unconnected simple sentences	repetition, clarification, circumlocution, and plain language	speakers/signers of the language who are accustomed to engaging with language learners understand

		Functions
Communication	1 Interpretive	a. Understand traits of multiple cultures and communities. b. **Understand the main idea and related information**.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. b. Understand, answer, and ask a variety of questions. c. **Initiate, maintain, and end conversations** by understanding and creating language that conveys authentic, personal meaning.
	3 Presentational	a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. b. Present information, **raise awareness**, and express personal preferences in culturally appropriate ways. c. **Explain** their own authentic thoughts in culturally appropriate ways.
	4 Intercultural	a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. b. Use appropriate learned gestures and behaviors. c. Avoid major social blunders.
Linguistic Cultures	5 Cultures	a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Investigate, explain, and reflect on how culture affects identity. c. Investigate, explain, and reflect on the similarities and differences of cultures over time.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Making comparisons between products, practices, and perspectives. 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. b. 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. 2. Making comparisons of basic language forms.
Lifelong Learning	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. 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 target-language cultures. 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. Explaining uses of the target language in the community. 4. Setting goals for linguistic and cultural growth and reflecting upon progress.

Intermediate Mid

Context	Text Type	Support	Comprehensibility
Topics that relate to students and their environment in a variety of settings	Series of connected sentences	repetition, clarification, circumlocution, and plain language	speakers/signers of the language who are accustomed to engaging with language learners easily understand

		Functions
Communication	1 Interpretive	a. Understand traits of multiple cultures and communities. b. **Understand** the main idea **and some supporting details**.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. b. Understand, answer, and ask a variety of questions. c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. d. **Provide basic advice on individual or societal issues.**
	3 Presentational	a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. c. **State a viewpoint and provide reasons to support it**.
	4 Intercultural	a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. b. Use appropriate learned gestures and behaviors. c. Avoid major social blunders.
Linguistic Cultures	5 Cultures	a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Investigate, explain, and reflect on how culture affects identity. c. Investigate, explain, and reflect on the similarities and differences of cultures over time.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Making comparisons between products, practices, and perspectives. 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. b. 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. 2. Making comparisons of basic language forms.
Lifelong Learning	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. 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 target-language cultures. 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. Explaining uses of the target language in the community. 4. Setting goals for linguistic and cultural growth and reflecting upon progress.

Intermediate High

Context	Text Type	Support	Comprehensibility
A variety of concrete topics of personal, general, or public interest, in a wide variety of settings	Mostly short paragraphs	Clarification and circumlocution	Speakers/signers of the language usually understand

		Functions
Communication	1 Interpretive	a. **Analyze** traits of multiple cultures and communities. b. **Analyze** the main message or story line and some supporting details.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. b. Understand, answer, and ask **a wide variety** of questions **across time frames.** c. Initiate, maintain, and end conversations **across time frames** by understanding and creating language that conveys authentic, personal meaning. d. **Provide advice or propose solutions** to individual or societal issues. e. **Provide descriptions, narrations, and comparisons across time frames.**
	3 Presentational	a. Demonstrate understanding of **cultural context**, topic, sources, themselves, and their audiences **to adapt a presentation to a variety of settings**. b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. c. **Apply authentic resources** to state and **support** a viewpoint. d. **Produce descriptions, narrations, and comparisons across time frames**.
	4 Intercultural	a. **Invoke, discuss, and inquire about common products and practices that inform the perspectives** of an audience or interlocutor. b. **Adapt language and behavior to communicate appropriately in most formal and informal settings**. c. **Communicate in a manner that is clear and inoffensive to the audience/interlocutor.** d. **Demonstrate awareness of cultural diversity and bias**.
Linguistic Cultures	5 Cultures	a. **Explain variations among** products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. **Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities**. c. **Analyze and explain manifestations of intercultural harmony and/or conflict over time.**
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Comparing how products, practices, and perspectives **reciprocally affect one another over time**. 2. **Taking the perspective of those from different cultures to build empathy**. b. 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**. 2. Comparing language forms 3. **Analyzing and explaining how time frames are expressed**

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Intermediate High

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Context	Text Type	Support	Comprehensibility
A variety of concrete topics of personal, general, or public interest, in a wide variety of settings	Mostly short paragraphs	Clarification and circumlocution	Speakers/signers of the language usually understand

Functions

Lifelong Learning	**7 Connections**	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. **Research, analyze,** exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. **Partnering** with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. 2. Applying linguistic, cultural, **cross-disciplinary academic skills**, and collective action to design and implement solutions to issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and **researching** further opportunities for doing so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. **Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition** 4. **Identifying challenges and strategies for growth** and reflecting upon progress.

Advanced Low

Context	Text Type	Comprehensibility
A variety of concrete, topics of personal, general, social, or academic interest, in a wide variety of settings,	Cohesive, organized paragraphs	Speakers/signers of the language understand

		Functions
Communication	1 Interpretive	a. Analyze traits of multiple cultures and communities, and **how this may influence the author's interpretive lens**. b. Analyze the main **and underlying** message or story line and some supporting details.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. b. Understand, answer, and ask **a wide variety** of questions **across all major time frames.** c. Initiate, **sustain**, and end conversations **across time frames** by understanding and creating language that conveys authentic, personal meaning. d. Provide advice or propose solutions to individual or societal issues. e. **Describe, narrate, and compare** across all major time frames. f. **Interact and negotiate to resolve an unexpected complication**.
	3 Presentational	a. **Apply** understanding of cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. b. Present **detailed and organized** information, **raise awareness, and question assumptions**. c. Apply relevant resources to **examine** and **defend** a viewpoint. d. **Describe, narrate, and compare** across all major time frames.
	4 Intercultural	a. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. b. Adapt language and behavior to communicate appropriately in most formal and informal settings. c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. d. Demonstrate awareness of cultural diversity and bias.
Linguistic Cultures	5 Cultures	a. Explain variations among products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. c. Analyze and explain manifestations of intercultural harmony and/or conflict over time.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. 2. Taking the perspective of those from different cultures to build empathy. b. 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. 2. Comparing language forms 3. Analyzing and explaining how time frames are expressed

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Advanced Low

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Context	Text Type	Comprehensibility
A variety of concrete, topics of personal, general, social, or academic interest, in a wide variety of settings,	Cohesive, organized paragraphs	Speakers/signers of the language understand

		Functions
Lifelong Learning	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Partnering with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and researching further opportunities for doing so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition 4. Identifying challenges and strategies for growth and reflecting upon progress.

Advanced Mid

Context	Text Type	Comprehensibility
A wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings,	series of connected paragraphs	Speakers/signers of the language understand

		Functions
Communication	1 Interpretive	a. Analyze traits of multiple cultures and communities, and how this may influence the author's lens **and their own understanding**. b. Analyze the main message or story, some supporting details, and **underlying or subtle features of the text**.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. b. Understand, answer, and ask a wide variety of questions across all major time frames. c. Initiate, sustain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning. d. Provide advice or propose solutions to individual or societal issues. e. Describe, narrate, and compare across all major time frames. f. Interact and negotiate to resolve an unexpected complication.
	3 Presentational	a. Apply understanding of cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. b. Present **complex**, detailed, organized, and **culturally relevant** information. c. Apply **multiple** relevant authentic resources to **construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues**. d. Describe, narrate, and compare across all major time frames, **in a rich, organized, complex, and detailed manner**.
	4 Intercultural	a. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. b. Adapt language and behavior to communicate appropriately in most formal and informal settings. c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. d. Demonstrate awareness of cultural diversity and bias.
Linguistic Cultures	5 Cultures	a. Explain variations among products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. c. Analyze and explain manifestations of intercultural harmony and/or conflict over time.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. 2. Taking the perspective of those from different cultures to build empathy. b. 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. 2. Comparing language forms 3. Analyzing and explaining how time frames are expressed

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Advanced Mid

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Context	Text Type	Comprehensibility
A wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings,	series of connected paragraphs	Speakers/signers of the language understand

Functions

Lifelong Learning	**7 Connections**	a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.
	8 Communities	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Partnering with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and researching further opportunities for doing so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition 4. Identifying challenges and strategies for growth and reflecting upon progress.

Advanced High

Context	Text Type	Comprehensbility
A wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings	extended discourse composed of purposefully organized, and connected paragraphs	Speakers/signers of the language understand

		Functions
Communication	1 Interpretive	a. Analyze traits of multiple cultures and communities, and how this may influence the author's lens **and their own understanding**. b. **Evaluate** the main message or story, its supporting details, and its underlying, and **even subtle features and nuances of the text**.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas **while identifying their own and others' biases and demonstrating empathy and understanding**. b. **Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations**. c. Initiate, sustain, and end authentic conversations d. **Propose and evaluate solutions to complex and/or hypothetical situations**. e. Describe, narrate, and compare **with rich, complex details** across all major time frames. f. Interact and negotiate to resolve an unexpected, **unfamiliar** complication. g. **Discuss real-world abstract and complex matters**.
	3 Presentational	a. 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**. b. Present **rich**, complex, detailed, organized, and culturally relevant information. c. **Clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources**. d. Describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner. e. **Provide detailed, reasonable hypotheses and speculations**.
	4 Intercultural	a. Invoke, discuss, and inquire about **many distinct** products and practices that inform the perspectives of an audience or interlocutor. b. Adapt their language and behavior **when interacting with others from target-language cultures in social and professional situations**. c. Communicate in a manner that is **free of traits of students' personal languages or cultures that would offend or confuse** the audience/interlocutor. d. Demonstrate awareness of cultural diversity and bias. e. **Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues**

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Advanced High

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Context	Text Type	Comprehensbility
A wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings	extended discourse composed of purposefully organized, and connected paragraphs	Speakers/signers of the language understand

		Functions
Linguistic Cultures	5 Cultures	a. **Analyze and evaluate variations** among products and practices and how they relate to perspectives in multiple cultures and communities. b. **Analyze and evaluate the contributions of various cultural influences in the development of identity**. c. **Investigate solutions to intercultural conflicts across generations around the globe**.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. 2. Taking the perspective of those from different cultures to build empathy. 3. **Analyzing the impact of unequal power structures on the development of group identities and cultures.** b. 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. 2. **Discussing and analyzing the relationship of syntax and meaning**. 3. **Analyzing and explaining how tone and nuance are expressed.**
Lifelong Learning	7 Connections	a. **Research, analyze, discuss, and hypothesize areas of specialized professional and academic expertise across content areas**. b. **Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from target-language cultures**.
	8 Communities	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Partnering with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, **and evaluate** solutions to **complex** issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and **creating** opportunities to do so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. **Analyzing educational and career connections and the complexities of bilingualism** to develop a personal plan for language acquisition . 4. Identifying challenges and strategies for growth and reflecting upon progress.

Superior

Context	Text Type	Comprehensibility
A wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings	precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse	Speakers/signers of the language easily understand

		Functions
Communication	**1 Interpretive**	a. Analyze traits of multiple cultures and communities, and how this may influence the author's lens and their own understanding. b. Evaluate the main message or story, its supporting details, and its underlying, and even subtle features and nuances of the text.
	2 Interpersonal	a. Respond to culturally diverse interlocutors, products, practices, and ideas while identifying their own and others' biases and demonstrating empathy and understanding. b. Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations. c. Initiate, sustain, and end authentic conversations d. Propose and evaluate solutions to complex and/or hypothetical situations. e. Describe, narrate, and compare with rich, complex details across all major time frames. f. Interact and negotiate to resolve an unexpected, unfamiliar complication. g. **Discuss, and resolve** real-world abstract and complex matters **effectively**.
	3 Presentational	a. 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. b. **Impactfully** present rich, complex, detailed, organized, and culturally relevant information. c. Deliver a clearly articulated, well-structured, and thoroughly supported argument **that challenges previously held conceptions**. d. Describe, narrate, and compare across all time frames with **precision of expression in culturally appropriate ways**. e. **Construct complex, thorough, reasonable, and well-supported hypotheses to novel situations**.
	4 Intercultural	a. Invoke, discuss, and inquire about many distinct products and practices that inform the perspectives of an audience or interlocutor. b. Adapt their language and behavior when interacting with others from target-language cultures in social and professional situations. c. Communicate in a manner that is free of traits of students' personal languages or cultures that would offend or confuse the audience/interlocutor. d. Demonstrate awareness of cultural diversity and bias. e. Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues

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Superior

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Context	Text Type	Comprehensibility
A wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings	precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse	Speakers/signers of the language easily understand

		Functions
Linguistic Cultures	5 Cultures	a. Analyze and evaluate variations among products and practices and how they relate to perspectives in multiple cultures and communities. b. Analyze and evaluate the contributions of various cultural influences in the development of identity. c. Investigate solutions to intercultural conflicts across generations around the globe.
	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. 2. Taking the perspective of those from different cultures to build empathy. 3. Analyzing the impact of unequal power structures on the development of group identities and cultures. b. 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. 2. Discussing and analyzing the relationship of syntax and meaning. 3. Analyzing and explaining how tone and nuance are expressed.
Lifelong Learning	7 Connections	a. Research, analyze, discuss, and hypothesize areas of specialized professional and academic expertise across content areas. b. Research, analyze, evaluate, and hypothesize about diverse perspectives and distinctive viewpoints found in authentic materials from target-language cultures.
	8 Communities	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Partnering with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, and evaluate solutions to complex issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and creating opportunities to do so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. Analyzing educational and career connections and the complexities of bilingualism to develop a personal plan for language acquisition . 4. Identifying challenges and strategies for growth and reflecting upon progress.