Linguistic Components Summary

Domain 1: Communication

The tables on the following pages highlight the contexts, text types, supports, comprehensibility, and functions described in the Framework for the Communication domain.

Context

	Interpretive	Interpersonal	Presentational	Intercultural
NL	*texts and conversations on topics of high familiarity and immediate interest to students,*	*conversations on topics of high familiarity and immediate interest to students, in settings that students would find familiar and highly predictable,*	*presentations on topics of high familiarity and immediate interest to students, in settings that students would find familiar and highly predictable,*	*interactions in settings that students would find familiar and highly predictable,*
NM	*texts and conversations on topics of high familiarity and interest to students,*	*conversations on topics of high familiarity and interest to students, in settings that students would find familiar and highly predictable,*	*presentations on topics of high familiarity and interest to students, in settings that students would find familiar and highly predictable,*	*interactions in settings that students would find familiar and highly predictable,*
NH	*texts and conversations on topics that relate personally to students,*	*conversations on topics that relate personally to students, in a variety of settings,*	*presentations on topics that relate personally to students, in a variety of settings,*	*interactions in a variety of settings,*
IL	*texts and conversations on topics that relate to students and their immediate environment,*	*conversations on topics that relate to students and their immediate environment in a variety of settings,*	*presentations on topics that relate to students and their immediate environment in a variety of settings,*	*interactions in a variety of settings,*
IM	*texts and conversations on a wide variety of topics that relate to students and their environment,*	*conversations on a wide variety of topics that relate to students and their environment, in a variety of settings,*	*presentations on a wide variety of topics that relate to students and their environment, in a variety of settings,*	*interactions in a variety of settings,*
IH	*narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, or public interest,*	*conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings,*	*presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings,*	*interactions in a wide variety of settings,*
AL	*narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of*	*conversations on a variety of concrete, topics of personal, general, social, or academic*	*presentations on a variety of concrete, topics of personal, general,*	*interactions in a wide variety of settings,*

	personal, general, social, or academic interest,	*interest, in a wide variety of settings,*	*social, or academic interest, in a wide variety of settings,*	
AM	*narrative, descriptive, and persuasive texts and conversations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance,*	*conversations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings,*	*presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings,*	*interactions in a wide variety of settings,*
AH	*narrative, descriptive, persuasive, and hypothetical texts and conversation on a wide variety of complex, hypothetical, and abstract topics,*	*conversations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings,*	*presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings,*	*interactions in a variety of general and specialized settings,*
S	*narrative, descriptive, persuasive, and hypothetical texts and conversation on a wide variety of complex, hypothetical, and abstract topics,*	*conversations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings,*	*presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings,*	*interactions in a variety of general and specialized settings,*

Text Type

	Interpretive	Interpersonal, Presentational, Intercultural
NL	*practiced or memorized words or phrases,*	*practiced or memorized words or phrases,*
NM	*practiced or memorized words, phrases, and some sentences,*	*practiced or memorized words, phrases, and some sentences,*
NH	*single, simple sentences,*	*mostly simple sentences*,
IL	*simple sentences,*	*unconnected simple sentences*,
IM	*series of connected sentences,*	*series of connected sentences,*
IH	*short paragraphs containing multiple timeframes,*	*mostly short paragraphs,*
AL	*cohesive, organized paragraphs containing multiple timeframes,*	*cohesive, organized paragraphs,*
AM	*series of connected paragraphs across multiple timeframes,*	*series of connected paragraphs,*
AH	*extended discourse composed of purposefully organized and connected paragraphs across multiple timeframes,*	*extended discourse composed of purposefully organized, and connected paragraphs*,
S	*precise, sophisticated, and academic language in richly organized, extended, and cohesive texts,*	*precise, sophisticated, and academic language in richly organized, extended, and cohesive discourse,*

Support

	Interpretive	Interpersonal	Presentational	Intercultural
NL	*repetition, visuals, and gestures,*	*repetition, visuals, and gestures,*	*visuals and gestures,*	*repetition, visuals, and gestures,*
NM	*repetition, visuals, and gestures,*	*repetition, visuals, and gestures,*	*visuals and gestures,*	*repetition, visuals, and gestures,*
NH	*repetition and plain language,*	*repetition, clarification, and circumlocution,*	*clarification and circumlocution,*	*repetition, clarification, and circumlocution,*
IL	*repetition and plain language,*	*repetition, clarification, and circumlocution,*	*clarification and circumlocution,*	*repetition, clarification, and circumlocution,*
IM	*repetition and plain language,*	*repetition, clarification, and circumlocution,*	*clarification and circumlocution,*	*repetition, clarification, and circumlocution,*
IH	*straightforward or descriptive language*	*clarification and circumlocution*	*clarification and circumlocution*	*clarification and circumlocution*
AL				
AM				
AH				
S				

Comprehensibility

	Interpretive	Interpersonal, Presentational, Intercultural
NL		*speakers/signers of the language who are accustomed to engaging with language learners sometimes understand,*
NM		*speakers/signers of the language who are accustomed to engaging with language learners often understand,*
NH		*speakers/signers of the language who are accustomed to engaging with language learners usually understand,*
IL		*speakers/signers of the language who are accustomed to engaging with language learners understand,*
IM		*speakers/signers of the language who are accustomed to engaging with language learners easily understand,*
IH		*speakers/signers of the language usually understand,*
AL		*speakers/signers of the language understand,*
AM		*speakers/signers of the language easily understand,*
AH		*speakers/signers of the language easily understand,*
S		*speakers/signers of the language easily understand,*

Function

	Interpretive	Interpersonal	Presentational	Intercultural
NL	a. Recognize traits of multiple cultures and communities. b. Identify words, phrases, and basic information.	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.	a. Demonstrate awareness and understanding of themselves and their audience. b. Provide simple, basic, prepared information in culturally appropriate ways.	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 the target culture(s).
NM	a. Recognize traits of multiple cultures and communities. b. Identify **some basic facts** from the text.	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.**	a. Demonstrate awareness and understanding of themselves and their audience. b. Provide simple, basic, prepared information in culturally appropriate ways.	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 the target culture(s).
NH	a. **Understand** traits of multiple cultures and communities. b. Identify and recognize **the main topic and some related information.**	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.**	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.	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.**

IL	a. Understand traits of multiple cultures and communities. b. **Understand the main idea and related information**.	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.	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.	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.
IM	a. Understand traits of multiple cultures and communities. b. **Understand** the main idea **and some supporting details**.	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.**	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**.	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.
IH	a. **Analyze** traits of multiple cultures and communities. b. **Analyze** the main message or storyline and some supporting details.	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.**	a. Demonstrate understanding of their **cultural context**, topic, sources, themselves, and their audiences **to adapt a presentation to a variety of settings**. b. Present information, raise awareness, and express preferences. c. **Apply authentic resources** to state and **support** a viewpoint.	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. 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.**	d. **Produce descriptions, narrations, and comparisons across timeframes**.	c. **Communicate in a manner that is clear and inoffensive to the audience/interlocutor.** d. **Demonstrate awareness of cultural diversity and bias**.
AL	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.	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 authentic conversations. 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**.	a. **Apply** understanding of their 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**. (AL.Com.Prs.3.b) c. Apply relevant resources to **examine** and **defend** a viewpoint. d. **Describe, narrate, and compare** across all major time frames.	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.
AM	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,	a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions.	a. Apply understanding of their 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,**	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

	some supporting details, and **underlying or subtle features of the text**.	b. Understand, answer, and ask a wide variety of questions across all major time frames. c. Initiate, sustain, and end authentic conversations. 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.	**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**.	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.
AH	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**.	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. Negotiate to resolve an unexpected, **unfamiliar** complication. **g. Discuss real-world abstract and complex matters**.	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**.	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 target interlocutor and/or audience. d. Demonstrate awareness of cultural diversity and bias. e. **Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues**.

S	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.	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. Negotiate to resolve an unexpected, unfamiliar complication. g. **Discuss, and resolve** real-world abstract and complex matters **effectively**.	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**.	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 the target culture 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 interlocutors and/or audiences. d. Demonstrate awareness of cultural diversity and bias. e. Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues.

Domains 2 & 3: Linguistic Cultures and Lifelong Learning

The tables on the following pages highlight the contexts, text types, supports, comprehensibility, and functions described in the Framework for the Linguistic Cultures and Lifelong Learning domains.

Contexts

	Cultures	Comparisons	Connections	Communities
NL	*settings that students would find familiar and highly predictable,*	*settings that students would find familiar and highly predictable,*	*settings that students would find familiar and highly predictable,*	*settings that students would find familiar and highly predictable,*
NM	*settings that students would find familiar and highly predictable,*	*settings that students would find familiar and highly predictable,*	*settings that students would find familiar and highly predictable,*	*settings that students would find familiar and highly predictable,*
NH	*a variety of settings,*	*a variety of settings,*	*a variety of settings,*	*a variety of settings,*
IL	*a variety of settings,*	*a variety of settings,*	*a variety of settings,*	*a variety of settings,*
IM	*a variety of settings,*	*a variety of settings,*	*a variety of settings,*	*a variety of settings,*
IH	*a wide variety of settings,*	*a wide variety of settings,*	*a wide variety of settings,*	*a wide variety of settings,*
AL	*a wide variety of settings,*	*a wide variety of settings,*	*a wide variety of settings,*	*a wide variety of settings,*
AM	*a wide variety of settings,*	*a wide variety of settings,*	*a wide variety of settings,*	*a wide variety of settings,*
AH	*a variety of general and specialized settings,*	*a variety of general and specialized settings,*	*a variety of general and specialized settings,*	*a variety of general and specialized settings,*
S	*a variety of general and specialized settings,*	*a variety of general and specialized settings,*	*a variety of general and specialized settings,*	*a variety of general and specialized settings,*

Text Type

	Cultures	Comparisons	Connections	Communities
All	*the target language exclusively (or almost exclusively),*	*the target language exclusively (or almost exclusively),*	*the target language exclusively (or almost exclusively),*	*the target language exclusively, or almost exclusively, or to the maximum extent that the community-based standards require,*

Supports

	Cultures	Comparisons	Connections	Communities
All	*appropriate linguistic scaffolding,*	*appropriate linguistic scaffolding,*	*appropriate linguistic scaffolding,*	*appropriate linguistic scaffolding,*

Functions

	Cultures	Comparisons	Connections	Communities
NL	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.	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.	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.	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 the target 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.
NM	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.	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.	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.	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 the target 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 target language in the community. 4. Choosing goals for linguistic and cultural growth and reflecting upon progress.
NH	a. **Analyze** products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. **Investigate, describe, and reflect on how culture affects identity**.	a. 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. 2. **Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture**.	a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. b. **Understand**, exchange, and	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 the target cultures. 2. Identifying needs and/or injustices and **designing** and taking collective

	c. **Investigate, describe, and reflect on the similarities and differences of cultures over time**.	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**.	present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.	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. (NH.LL.Cmt.8.b.2) 3. **Explaining** language education requirements for careers of interest. 4. **Setting goals** for growth in these areas and reflecting upon progress.
IL	a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Investigate, describe, and reflect on how culture affects identity. c. Investigate, describe, and reflect on the similarities and differences of cultures over time.	a. 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. 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.	a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.	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 the target 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. (NH.LL.Cmt.8.b.2)

				3. Explaining language education requirements for careers of interest. 4. Setting goals for growth in these areas and reflecting upon progress.
IM	a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. b. Investigate, describe, and reflect on how culture affects identity. c. Investigate, describe, and reflect on the similarities and differences of cultures over time.	a. 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. 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.	a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.	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 the target 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. (NH.LL.Cmt.8.b.2) 3. Explaining language education requirements for careers of interest. 4. Setting goals for growth in these areas and reflecting upon progress.
IH	a. **Explain variations among** products and practices and how they relate to perspectives in multiple cultures and communities.	a. 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**.	a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. **Partnering** with individuals and organizations to further investigate and enjoy the target cultures. 2. Applying linguistic, cultural, **cross-disciplinary academic skills**, and

	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.**	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 timeframes are expressed**.	from across content areas. b. **Research, analyze,** exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.	collective action to design and implement solutions to real issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and **researching** further 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 benefits of bilingualism to develop a personal plan for language learning**. 4. **Identifying challenges and strategies for growth** and reflecting upon progress.
AL	a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities using the target language. 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	a. 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. 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.	a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Partnering with individuals and organizations to further investigate and enjoy the target cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and researching further opportunities to do so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships.

	harmony and/or conflict over time.	2. Comparing language forms. 3. Analyzing and explaining how time frames are expressed.		3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language learning. 4. Identifying challenges and strategies for growth and reflecting upon progress.
AM	a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities using the target language. 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.	a. 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. 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.	a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.	a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Partnering with individuals and organizations to further investigate and enjoy the target cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and researching further 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 benefits of bilingualism to develop a personal plan for language learning. 4. Identifying challenges and strategies for growth and reflecting upon progress.
AH	a. **Analyze and evaluate variations** among products and practices and how they relate to	a. Investigate, explain, and reflect on the nature of culture through comparisons of diverse target-language cultures and their own by:	a. **Research, analyze, discuss, and hypothesize areas of specialized professional and**	a. Apply cultural and linguistic skills to participate in the school, local, and global community by:

	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**.	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**.	**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**.	1. Partnering with individuals and to further investigate and enjoy the target 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 learning. 4. Identifying challenges and strategies for growth and reflecting upon progress.
S	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.	a. Investigate, explain, and reflect on the nature of culture through comparisons of diverse target-language cultures 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	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	a. 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-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.

	c. Investigate solutions to intercultural conflicts across generations around the globe.	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.	authentic materials from target-language cultures	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 learning. 4. Identifying challenges and strategies for growth and reflecting upon progress.