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			t	Text Type	Support	Comprehensibility	
Topics of high familiarity and immediate interest to			immediate interest to	Practiced or	Repetition, visual	Speakers/signers of the language who are accustomed to engaging with language learners	
stude	ents in settings that	stud	ents would find	memorized words	aids, and	sometimes understand	
famil	iar and highly predi	ictabl	e	or phrases	gestures		
						ctions	
	1	a.	Recognize traits of mult				
	Interpretive	b.	Identify words, phrases	, and basic information	n.		
ior	2	a.				d ideas by expressing curiosity and empathy.	
ica	Interpersonal	b.	· ·		estions by providing b	pasic information about themselves.	
run	3	c. a.	Provide memorized que Demonstrate awarenes		of themselves and the	air audience	
шu		b.	Provide simple, basic, p	~			
Communication	Presentational						
	4	a. b.	Use appropriate highly			ce's or interlocutor's culture to show basic cultural awareness and respect towards diversity.	
	Intercultural	c.	Recognize some behavi			rget-language cultures.	
_	5	a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities.					
res	Cultures	b. Recognize and identify factors that contribute to individual and cultural identities.					
Linguistic Cultures		a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by:					
\vec{c}	6					ctices, and perspectives of their own and other cultures.	
stic	Comparisons	h		reotypes and/or gener			
gui		b.	Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Identifying cognates.				
Lin			2. Comparing basic idiomatic expressions.				
			3. Identifying similarities and differences in the sound and writing systems.				
	7	a.			•	nize, exchange, and present information from across content areas.	
bn	Connections	b.	Recognize, exchange, a	nd present diverse per	rspectives and distinc	tive viewpoints from authentic age-appropriate materials.	
Lifelong Learning		a.				l, and global community by:	
arr			, -		community such as	individuals and organizations or technological tools to further investigate and enjoy target-	
F	8		language culture		d taking collective act	tion to contribute to strong communities.	
guc	Communities	b.	Become lifelong learner		a taking concenive ac	tion to contribute to strong communities.	
fel			 Using language 	es for enjoyment and e		oring more options for doing so.	
						o build diverse relationships.	
				s of the target languag			
			4. Choosing goals	for linguistic and cult	urai growth and refle	cuing upon progress.	

Novice Mid

Context Text Type Support		Support	Comprehensibility			
Тор	cs of high familiarity	Practiced or memorized	Repetition, visual	Speakers/signers of the language who are accustomed to engaging with language learners		
and	interest to students in a	word, phrases, and	aids, and gestures	often understand		
vari	ety of settings	some sentences				
				Functions		
	1	a. Recognize traits of mult	tiple cultures and comm	nunities.		
	Interpretive	b. Identify some basic fac	ts from the text.			
_	2	a. Respond to culturally d	iverse interlocutors, pro	ducts, practices, and ideas by expressing curiosity and empathy.		
tior	Interpersonal			mation about themselves.		
Communication		c. Ask highly predictable,				
a ur				themselves and their audience.		
E C	Presentational			culturally appropriate ways.		
ŭ			roducts and practices re	elated to an audience's or interlocutor's culture to show basic cultural awareness and respect		
	4	towards diversity. b. Use appropriate rehear	erad gostures and hohav	dors		
	Intercultural			end members of target-language cultures.		
	5		•	understand perspectives within the diverse cultures of the target-language communities.		
S	Cultures	b. Recognize and identify factors that contribute to individual and cultural identities.				
Linguistic Cultures	6 Comparisons	 a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: Identifying similarities and differences in the products, practices, and perspectives of their own and other cultures. Recognizing stereotypes and/or generalizations in their own and other cultures. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: Identifying cognates. Comparing basic idiomatic expressions. Identifying similarities and differences in the sound and writing systems. 				
	7			vocabulary to recognize, exchange, and present information from across content areas.		
	Connections					
Lifelong Learning	8 Communities	 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 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 Mostly simple repetition, clarification, circumlocution, and plain speakers/signers of the language who are accuston					speakers/signers of the language who are accustomed to engaging			
stud	ents in a variety of	settings	sentences	language	with language learners usually understand			
				Functions				
	1	a. Und	erstand traits of mu	ltiple cultures and communities.				
	Interpretive	b. Iden	tify and recognize th	ne main topic and some related information.				
		a. Resp	ond to culturally div	verse interlocutors, products, practices, and ideas by	building connections and showing consideration for different ideas			
<u>_</u>	2		pinions.					
atio	Interpersonal			d ask a variety of questions.				
Communication	3			by understanding and creating language that conve				
E	Presentational			and understanding of relevant topics, sources, ther nation in culturally appropriate ways.	nserves, and their audience.			
ωo.	Presentational			entic thoughts and preferences in culturally appropri	iate ways.			
					pectives familiar to an audience's or interlocutor's culture to			
	4	dem	onstrate understand	ding and curiosity of a target-language culture and re	espect towards diversity.			
	Intercultural			gestures and behaviors.				
	_		id major social blun		it and the second secon			
10	5 Culturas		Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. Investigate, explain, and reflect on how culture affects identity.					
ure	Cultures							
Linguistic Cultures				reflect on the nature of culture through comparison				
tic (6	1.		ons between products, practices, and perspectives.				
uist	Comparisons		2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture.					
Ling			• •	reflect on the nature of language through comparis	ons of the language studied and their own by:			
		1. 2.		ressing, and comparing the meaning of idioms. ons of basic language forms.				
	7				ange, and present information from across content areas.			
	Connections			and present diverse perspectives and distinctive view	= .			
ති		a. App	ly cultural and lingu	istic skills to participate in the school, local, and glob	al community by:			
Lifelong Learning		1.		· · · · · · · · · · · · · · · · · · ·	als and organizations or technological tools to further investigate and			
Lea			enjoy target-langu	——————————————————————————————————————				
gue	8		ldentifying needs ome lifelong learners	and/or injustices and designing and taking collective	e action to contribute to strong communities.			
felo	Communities		_	for enjoyment and enrichment and accessing and ev	valuating further annortunities for doing so			
=				regular basis with speakers/signers of the target lan				
		3	_	of the target language in the community.				
		4	. Setting goals for	linguistic and cultural growth and reflecting upon pr	ogress.			

Intermediate Low

Context		Text Type	Support	Comprehensibility				
Topics that relate to students and their Unconnected simple repetition, clarification, speakers/signers of the language who are								
imm	ediate environment in	a variety of settings	sentences	circumlocution, and plain language	to engaging with language learners understand			
Functions								
a. Understand traits of multiple cultures and communities.								
	Interpretive	b. Understand the	Understand the main idea and related information.					
		a. Respond to cultu	rally diverse interlocutors,	products, practices, and ideas by building	connections and showing consideration for different			
_	2	ideas or opinions	5.					
ıtio	Interpersonal		wer, and ask a variety of qu					
Communication	·			by understanding and creating language th				
ıπμ	3			g of relevant topics, sources, themselves, a				
E C	Presentational			express personal preferences in culturally	appropriate ways.			
ŏ			n authentic thoughts in cul		amiliar to an audience's or interlocutor's culture to			
	4		•	f a target-language culture and respect to				
	4		learned gestures and beha		wards diversity.			
	Intercultural	c. Avoid major soci						
	5		Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities.					
S	Cultures	b. Investigate, expl	ain, and reflect on how cul	ture affects identity.	affects identity.			
ţ			Investigate, explain, and reflect on the similarities and differences of cultures over time.					
Linguistic Cultures				re of culture through comparisons of the	cultures studied and their own by:			
itic		_		cts, practices, and perspectives.				
guis	6	-			ple shape their group identity and culture.			
Ë	Comparisons			ire of language through comparisons of the	e language studied and their own by:			
			 Interpreting, expressing, and comparing the meaning of idioms. Making comparisons of basic language forms. 					
	7				d present information from across content areas.			
	Connections			perspectives and distinctive viewpoints fr				
p0		a. Apply cultural a	nd linguistic skills to partici	pate in the school, local, and global comm	unity by:			
Lifelong Learning				·	organizations or technological tools to further investigate			
ear	8	and enjo	y target-language cultures.					
18	Communities	2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities.						
elor		b. Become lifelong	· · · · · · · · · · · · · · · · · · ·					
ij		_		enrichment and accessing and evaluating				
				peakers/signers of the target language to	build diverse relationships.			
			g uses of the target langua	ge in the community. ral growth and reflecting upon progress.				
		4. Setting g	oais for infiguistic and cultu	rai growth and renecting upon progress.				

Intermediate Mid

Context			Text Type	Support	Comprehensibility			
Topics that relate to students and their Series of connected repetition, clarification, speakers/signers of the language who are								
envi	ronment in a vari	ety of settings	sentences	circumlocution, and plain language	to engaging with language learners easily understand			
	Functions							
a. Understand traits of multiple cultures and communities.								
	Interpretive	b. Understand the main	Understand the main idea and some supporting details.					
Communication	2 Interpersonal	opinions. b. Understand, answer, c. Initiate, maintain, and						
Ę	3		_	evant topics, sources, themselves, and the				
Com	Presentational		•	personal preferences in culturally approp	riate ways.			
	4 Intercultural	 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. 						
	5	 c. Avoid major social blunders. 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. 						
S	Cultures							
E		c. Investigate, explain, a	Investigate, explain, and reflect on the similarities and differences of cultures over time.					
Linguistic Cultures	6 Comparisons	 Making compand Explaining how Investigate, explain, a Interpreting, explain Making compand 	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.					
	7				nt information from across content areas.			
	Connections	b. Understand, exchange	e, and present diverse perspe	ectives and distinctive viewpoints from au	thentic age-appropriate materials.			
Lifelong Learning	8 Communities	 a. Apply cultural and linguistic skills to participate in the school, local, and global community by: Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. b. Become lifelong learners by: Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 						
			s of the target language in th	e community. vth and reflecting upon progress.				
		4. Setting goals I	or impulstic and cultural grov	vili and reflecting upon progress.				

Intermediate High

		Context	Text Type	Support	Comprehensibility		
A va	riety of concrete to	pics of personal, general, or public	Mostly short paragraphs	Clarification and	Speakers/signers of the language usually		
inte	rest, in a wide varie	ty of settings		circumlocution	understand		
			Functions				
	1	a. Analyze traits of multiple cultures and					
	Interpretive	b. Analyze the main message or story lin	ne and some supporting detail	S.			
Communication	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. 					
Сотт	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. 					
ures	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. 					
Linguistic Cultures	6 Comparisons	 a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: Comparing how products, practices, and perspectives reciprocally affect one another over time. 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: Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. Comparing language forms Analyzing and explaining how time frames are expressed 					

Intermediate High

	Context			Text Type	Support	Comprehensibility
A va	riety of concrete to	oics of per	sonal, general, or	Mostly short paragraphs	Clarification and circumlocution	Speakers/signers of the language usually
pub	lic interest, in a wide	e variety o	f settings			understand
				Funct	ions	
	7	a. Inco	rporate age-appropri	ate, interdisciplinary vocabulary to	recognize, exchange, and present inform	nation from across content areas.
	Connections	b. Rese	earch, analyze, excha	nge, and present diverse perspecti	ves and distinctive viewpoints from author	entic age-appropriate materials.
long Learning		 a. Apply cultural and linguistic skills to participate in the school, local, and global community by: Partnering with individuals and organizations in the community such as individuals and organizations or technologinvestigate and enjoy target-language cultures. 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions. 				_
2. Interacting 6				or enjoyment and enrichment and egular basis with speakers/signers	researching further opportunities for do of the target language to build diverse re the benefits of bilingualism to develop a d reflecting upon progress.	lationships.

Advanced Low

		Context	Text Type	Comprehensibility			
A va	riety of concrete, to	ppics of personal, general, social, or academic interest, in a	Cohesive, organized paragraphs	Speakers/signers of the language understand			
wide	variety of settings,						
		Fu	nctions				
	1	a. Analyze traits of multiple cultures and communities, and		interpretive lens.			
	Interpretive	b. Analyze the main and underlying message or story line a	and some supporting details.				
Communication	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. 					
Сот	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. 					
ures	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. 					
Linguistic Cultures	6 Comparisons	 Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: Comparing how products, practices, and perspectives reciprocally affect one another over time. Taking the perspective of those from different cultures to build empathy. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. Comparing language forms Analyzing and explaining how time frames are expressed 					

Advanced Low

		Context	Text Type	Comprehensibility			
A va	riety of concrete, to	pics of personal, general, social, or academic interest, in a	Cohesive, organized paragraphs	Speakers/signers of the language understand			
wid	e variety of settings,						
		F	unctions				
	7	a. Incorporate age-appropriate, interdisciplinary vocabula	ry to recognize, exchange, and present i	information from across content areas.			
	Connections	b. Research, analyze, exchange, and present diverse pers	Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.				
Lifelong Learning	8 Communities	 a. Apply cultural and linguistic skills to participate in the s 1. Partnering with individuals and organizations in investigate and enjoy target-language cultures. 2. Applying linguistic, cultural, cross-disciplinary accommunity. b. Become lifelong learners by: Using languages for enjoyment and enrichment Interacting on a regular basis with speakers/sig Analyzing educational and career connections a Identifying challenges and strategies for growth 	the community such as individuals and condense ademic skills, and collective action to desearch and researching further opportunities for the target language to build divend the benefits of bilingualism to development.	sign and implement solutions to issues facing the or doing so. Tor doing so. Trse relationships.			

Advanced Mid

Context Text Type Comprehensibility									
A wide variety of complex, concrete topics of personal, general, social, academic, or series of connected paragraphs Speakers/signers of the language									
prof	professional significance, in a wide variety of settings, understand								
		Functions							
	1	a. Analyze traits of multiple cultures and communities, and how this	may influence the author's lens and th	eir own understanding.					
	Interpretive	b. Analyze the main message or story, some supporting details, and	underlying or subtle features of the te	xt.					
Communication	2 Interpersonal	 a. Respond to culturally diverse interlocutors, products, practices, a opinions. b. Understand, answer, and ask a wide variety of questions across a c. Initiate, sustain, and end conversations across time frames by und. Provide advice or propose solutions to individual or societal issue e. Describe, narrate, and compare across all major time frames. f. Interact and negotiate to resolve an unexpected complication. 	Il major time frames. derstanding and creating language that s.	conveys authentic, personal meaning.					
Commun	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	 Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. Adapt language and behavior to communicate appropriately in most formal and informal settings. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. Demonstrate awareness of cultural diversity and bias. 							
ures	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. 							
Linguistic Cultures	6 Comparisons	a. Investigate, explain, and reflect on the nature of culture through 1. Comparing how products, practices, and perspectives recipr 2. Taking the perspective of those from different cultures to be b. Investigate, explain, and reflect on the nature of language throug 1. Discussing and analyzing cognates and idiomatic expression 2. Comparing language forms 3. Analyzing and explaining how time frames are expressed	rocally affect one another over time. uild empathy. h comparisons of the language studied is s as well as their evolutions and origins.	and their own by:					

Advanced Mid

		Context	Text Type	Comprehensibility
A w	ide variety of com	plex, concrete topics of personal, general, social, academic, or	series of connected paragraphs	Speakers/signers of the language
prof	essional significar	nce, in a wide variety of settings,		understand
		Functions		
	7 Connections	a. Incorporate age-appropriate, interdisciplinary vocabulary tb. Research, analyze, exchange, and present diverse perspect	ives and distinctive viewpoints from	
Lifelong Learning	8 Communities	 a. Apply cultural and linguistic skills to participate in the scho Partnering with individuals and organizations in the offurther investigate and enjoy target-language culture Applying linguistic, cultural, cross-disciplinary acader facing the community. b. Become lifelong learners by: Using languages for enjoyment and enrichment and Interacting on a regular basis with speakers/signers Analyzing educational and career connections and tacquisition Identifying challenges and strategies for growth and 	community such as individuals and or es. nic skills, and collective action to desi I researching further opportunities fo of the target language to build divers he benefits of bilingualism to develor	gn and implement solutions to issues r doing so. se relationships.

Advanced High

		Context	Text Type	Comprehensbility				
27 27 3			extended discourse composed of purposefully	Speakers/signers of the language understand				
variety of general and specialized settings			organized, and connected paragraphs					
			Functions					
	1	and their own understanding.						
	Interpretive	b. Evaluate the main message or story, its s	upporting details, and its underlying, and even subtle fe	atures and nuances of the text.				
			rs, products, practices, and ideas while identifying their	own and others' biases and demonstrating				
		empathy and understanding.						
	2	b. Provide and solicit detailed responses as conversations.	cross time frames to participate fully and effectively in a	a wide range of general and specialized				
	Interpersonal	c. Initiate, sustain, and end authentic conve	ersations					
			Propose and evaluate solutions to complex and/or hypothetical situations.					
<u>_</u>		•	, complex details across all major time frames.					
tio		f. Interact and negotiate to resolve an unexpected, unfamiliar complication.						
ica		g. Discuss real-world abstract and complex						
Communication		a. Apply understanding of their cultural con	text, topic, sources, themselves, and their audiences to a	adapt a presentation to a variety of audiences,				
mn	3	cultures, communities, and contexts.						
Co	Presentational	p. Present rich , complex, detailed, organized, and culturally relevant information.						
	Trescritational	**						
		· ·	· · · · · · · · · · · · · · · · · · ·					
		e. Provide detailed, reasonable hypothese	-					
		· · · · · · · · · · · · · · · · · · ·	distinct products and practices that inform the perspecti					
	4		interacting with others from target-language cultures i	•				
	Intercultural		traits of students' personal languages or cultures that v	would offend or confuse the				
		audience/interlocutor.	alter and bine					
		d. Demonstrate awareness of cultural diver	·					
		e. Engage in, negotiate with, and improvise	e with cultural norms, etiquette, and nonverbal cues					

Advanced High

Context			Text Type	Comprehensbility					
A wide variety of complex, hypothetical, and abstract topics, in a			extended discourse composed of purposefully	Speakers/signers of the language understand					
variety of general and specialized settings			organized, and connected paragraphs						
	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. a. Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: Comparing how products, practices, and perspectives reciprocally affect one another over time. Taking the perspective of those from different cultures to build empathy. 							
	6 Comparisons	 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. 							
	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. 							
Lifelong Learning	8 Communities	 Apply cultural and linguistic skills to participate in the school, local, and global community by: Partnering with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, and evaluate solutions to complex issues facing the community. Become lifelong learners by: Using languages for enjoyment and enrichment and creating opportunities to do so. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. Analyzing educational and career connections and the complexities of bilingualism to develop a personal plan for language acquisition. Identifying challenges and strategies for growth and reflecting upon progress. 							

Superior

Context			Text Type	Comprehensibility				
A wide variety of complex, hypothetical, and abstract topics,			precise, sophisticated, and academic language in richly	Speakers/signers of the language easily				
in a variety of general and specialized settings			organized, extended, and cohesive discourse	understand				
Functions								
	1	Analyze traits of multiple cultures and communities, and how this may influence the author's lens and their own understanding.						
	Interpretive	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.						
	2	. Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized						
	Interpersonal	conversations. al c. Initiate, sustain, and end authentic conversations						
	er persona.	c. Initiate, sustain, and end authentic conversations d. Propose and evaluate solutions to complex and/or hypothetical situations.						
on		Describe, narrate, and compare with rich, complex details across all major time frames.						
cati		Interact and negotiate to resolve an unexpected, unfamiliar complication.						
Communication		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,						
Con	3	cultures, communities, and contexts.						
J	Presentational	. Impactfully present rich, complex, detailed, organized, and culturally relevant information.						
		 Deliver a clearly articulated, well-structured, and thoroughly supported argument that challenges previously held conceptions. Describe, narrate, and compare across all time frames with precision of expression in culturally appropriate ways. 						
		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.						
			t many distinct products and practices that inform the perspecti	ves of an audience or interlocutor.				
	4 Intercultural	The state of the s	Adapt their language and behavior when interacting with others from target-language cultures in social and professional situations.					
			Communicate in a manner that is free of traits of students' personal languages or cultures that would offend or confuse the audience/interlocutor.					
		Demonstrate awareness of cultural diversity and bias.						
		Engage in, negotiate with, and improvise with cultural norms, etiquette, and nonverbal cues						

Superior

Context			Text Type	Comprehensibility					
A wide variety of complex, hypothetical, and abstract topics,			precise, sophisticated, and academic language in richly	Speakers/signers of the language easily					
in a	variety of general ar	nd specialized settings	organized, extended, and cohesive discourse	understand					
	Functions								
Linguistic Cultures	5 Cultures	 Analyze and evaluate variations among products and practices and how they relate to perspectives in multiple cultures and communities. Analyze and evaluate the contributions of various cultural influences in the development of identity. 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: Comparing how products, practices, and perspectives reciprocally affect one another over time. Taking the perspective of those from different cultures to build empathy. Analyzing the impact of unequal power structures on the development of group identities and cultures. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. Discussing and analyzing the relationship of syntax and meaning. Analyzing and explaining how tone and nuance are expressed. 							
	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. 							
Lifelong Learning	8 Communities	 a. Apply cultural and linguistic skills to participate in the school, local, and global community by: Partnering with individuals and organizations in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design, implement, and evaluate solutions to complex issues facing the community. Become lifelong learners by: Using languages for enjoyment and enrichment and creating opportunities to do so. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. Analyzing educational and career connections and the complexities of bilingualism to develop a personal plan for language acquisition . Identifying challenges and strategies for growth and reflecting upon progress. 							