

SUBJECT AREA: World Languages Grade 9-12 – Chinese, French, Italian, Latin, Russian and Spanish

OVERVIEW: In order to interpret and create with language, students need a great deal of rich, culturally relevant oral and written input. This is why, from day one, our educators engage students in comprehensible target language through conversations, stories and texts on topics of interest and relevance. Through this exposure and engagement over time, students acquire vocabulary and language structures in context. The rate of language acquisition will vary from student to student. However, it is our goal that students who pursue four years of high school language will be capable of earning a MA State Seal of Biliteracy by developing an Intermediate High level of proficiency across all four language skills (reading, writing, speaking and listening). Specific proficiency guidelines are articulated by [ACTFL \(The American Council on the Teaching of Foreign Languages\)](#) and the [Massachusetts World Language Curriculum Framework](#). Information about the MA Seal of Biliteracy can be found at this [link](#).

[*Our learning targets are adapted from the Massachusetts World Languages Curriculum Framework.*](#) The basic communicative functions are the same across proficiency levels, with a gradual deeping of complexity as students achieve higher levels of proficiency. These targets reflect communicative proficiency across the modes of interpersonal, interpretive and presentational communication, as well as intercultural competence. In Latin, communicative skill is measured across the interpretive mode (through reading).

Learning Targets, Novice level courses (Novice 1 and 2)

At the **novice levels** or above, students will be able to:

- Understand traits of multiple cultures and communities.
- Identify and recognize the **main topic** and **some related information** from texts and conversations of **high familiarity and personal interest**.
- Respond to culturally diverse interlocutors, products and practices.
- Understand, answer, and ask a variety of questions pertaining to themselves or familiar contexts.
- Engage in conversation by understanding and creating language that conveys authentic, personal meaning.
- Provide prepared information in culturally appropriate ways.
- Express their own thoughts and preferences in culturally appropriate ways.
- Demonstrate curiosity of a target-language culture and demonstrate respect towards diversity.
- Use appropriate learned gestures and behaviors.

Learning Targets, Intermediate Low level courses (Intermediate 2)

At the **intermediate low** level or above, students will be able to perform all novice functions and also:

- **Initiate, maintain, and end conversations** by understanding and creating language that conveys authentic, personal meaning.
- Identify and recognize the **main topic** and **some related information** from texts and conversations of **high familiarity and personal interest**
- Demonstrate awareness and understanding of relevant topics as well as their audience.
- Present information, raise awareness, and express personal preferences in culturally appropriate ways.
- **Explain** their own authentic thoughts and preferences in culturally appropriate ways.
- **Refer to and ask questions about common products, practices, and/or perspectives** to demonstrate understanding and curiosity of a target-language culture and respect towards diversity.

Learning Targets, Intermediate Mid level courses (3 ACP* / 3 H / 4 ACP)**

At the **intermediate mid** level or above, students will perform all the functions of intermediate low and also:

- **Understand the main idea and some supporting details** of texts relating to students and their immediate environment
- Respond to culturally diverse interlocutors, products, practices, and ideas by **building connections and showing consideration for different ideas or opinions**.
- **Provide basic advice on individual or societal issues**.
- **State a viewpoint and provide reasons to support it**.
- 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.

** At the 3 ACP level, student performance in the receptive skills are solidly in the Intermediate Mid-Range. Productive skills may still be in the Intermediate Low range.*

*** At the 3 H level, student performance in the receptive skills is generally approaching Intermediate High.*

Learning Targets, Intermediate High level courses (4 H / 5 ACP)

At the **intermediate high** level or above, students will perform all the functions of intermediate mid and also:

- **Analyze the main message or story line and some supporting details.**
- Understand, answer, and ask a **wide variety of questions across time frames.**
- Initiate, maintain, and end conversations **across time frames** by understanding and creating language that conveys authentic, personal meaning.
- **Provide advice or propose solutions to individual or societal issues**
- **Provide descriptions, narrations, and comparisons across time frames.**
- Demonstrate understanding of their **cultural context**, topic, sources, themselves, and their audiences to **adapt a presentation to a variety of settings.**
- Present information, **raise awareness**, and express preferences.
- **Apply authentic resources to state and support a viewpoint.**
- **Produce descriptions, narrations, and comparisons across time frames.**
- **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.**
- **Demonstrate awareness of cultural diversity and bias.**

Learning Targets, Advanced Low level courses (AP)

- **Analyze traits of multiple cultures and communities, and how this may influence the author's interpretive lens.**
- **Interact and negotiate to resolve unexpected complications.**
- **Apply understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings.**
- **Present detailed and organized information, raise awareness, and question assumptions.**
- **Apply relevant resources to examine and defend a viewpoint.**
- **Describe, narrate and compare across all major time frames.**

SUBJECT AREA: World Languages Grade 9-12 – Chinese, French, Italian, Latin, Russian and Spanish

- **Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities.**
- **Compare how products, practices and perspectives reciprocally affect one another over time.**

OUR CURRICULUM: Curricular resources (such as videos, texts, and other instructional materials) will vary from language to language, but below are some common topics and essential questions that are woven into units and texts in all languages grades 9-12. The sub-topics are commonly explored but some may not be touched upon in all languages. Additionally, similar themes may be developed in more complex ways from year to year. Please contact your child's teacher for more information about specific resources used.

TOPICS and ESSENTIAL QUESTIONS

Contemporary Life	
Sample Essential Questions (from novice to advanced): <ul style="list-style-type: none">• What are common leisure activities and sport preferences of young people in target language countries?• What are common forms of tourism and modes of transportation in target language communities?• How and where do members of a target language community access essential food and clothing items?• What different holidays are marked by different communities, and how are they celebrated?• What are important rites of passage in target language cultures and in the United States?• How are the education systems in target language countries structured differently than in the United States?	Sub-topics (in level-appropriate language): <ul style="list-style-type: none">■ Advertising and Marketing■ Education■ Holidays and Celebrations■ Housing and Shelter■ Leisure and Sports■ Professions■ Rites of Passage■ Travel

SUBJECT AREA: World Languages Grade 9-12 – Chinese, French, Italian, Latin, Russian and Spanish

<ul style="list-style-type: none"> • How does education impact life choices, opportunities and success in different cultures? • How do leisure activities, education and religious beliefs impact a culture's products and practices? 	
Families & Communities	
<p>Sample Essential Questions (from novice to advanced):</p> <ul style="list-style-type: none"> • What constitutes a family in a variety of different societies? • What are aspects of family values and family life in a variety of cultures? • What are different traditions and customs in the target culture, and how do they compare with my own? • What are rituals and rites of passages in a variety of different societies? • How do members of different communities recognize, nurture and sustain key relationships with others? 	<p>Sub-topics (in level-appropriate language):</p> <ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love
Personal and Public Identities	
<p>Sample Essential Questions (from novice to advanced):</p> <ul style="list-style-type: none"> • What are my family origins? • What is my cultural identity? • How might an individual express cultural identity through dress, language, religion or other customs? • How does language shape our cultural identity? • What are ways in which different identities impact one's role in a society? • How does identity within a community evolve over time? How is this different in different communities? • In what ways are immigrants welcomed, included or excluded from the dominant culture in different societies? • What are the impacts of racism and xenophobia in a society? 	<p>Sub-topics (in level-appropriate language):</p> <ul style="list-style-type: none"> ■ Alienation and Assimilation ■ Beliefs and Values ■ Gender and Sexuality ■ Language and Identity ■ Multiculturalism ■ Nationalism and Patriotism

SUBJECT AREA: World Languages Grade 9-12 – Chinese, French, Italian, Latin, Russian and Spanish

Beauty and Art	
Sample Essential Questions (from novice to advanced): <ul style="list-style-type: none"> • What art do I like? Why? • Where do I go to see and appreciate art in different cultures? • Who are my favorite musical performers? How do they compare to artists in other cultures? • What are ideals of beauty and aesthetics in different societies, and how do they influence daily life? • How do the media influence consumer behavior? • How do ideals of beauty impact lifestyle choices and self-esteem? • How do the arts challenge and reflect cultural perspectives? • How are perceptions of beauty and creativity established? • How and why has the notion of beauty changed through the centuries? • Is beauty acquired and tailored by the culture we live in or is innate? 	Sub-topics (in level-appropriate language): <ul style="list-style-type: none"> ■ Architecture ■ Contributions to World Artistic Heritage ■ Ideals of Beauty ■ Literature ■ Music ■ Performing Arts ■ Visual Arts
Science and Technology	
Sample Essential Questions (from novice to advanced): <ul style="list-style-type: none"> • What technologies are key to different communities? How do these differ across communities? • How does technology make life easier for different people? • What are the pros and cons of artificial intelligence? • How has technology impacted societies and individual lifestyles? • What role do ethics play in scientific advancement? • How do social media affect self-esteem and community solidarity? 	Sub-topics (in level-appropriate language): <ul style="list-style-type: none"> ■ Current Research Topics ■ Discoveries and Inventions ■ Ethical Questions ■ Future Technologies ■ Intellectual Property ■ The New Media ■ Social Impact of Technology
Global Challenges	
Sample Essential Questions (from novice to advanced):	Sub-topics (in level-appropriate language):

SUBJECT AREA: World Languages Grade 9-12 – Chinese, French, Italian, Latin, Russian and Spanish

- How does one access basic medical care in the target culture?
- What are basic steps different communities take to protect the environment?
- How has globalization impacted target language communities?
- What are possible solutions to environmental challenges?
- How can individuals, corporations and governments confront global challenges?
- How do environmental, political and societal challenges impact communities?
- How do levels of education in a society link to its quality of life?
- How does women's education play a key role in the economy of developing countries?
- What is the link between health and food production and processing in modern society?

- Diversity Issues
- Economic Issues
- Environmental Issues
- War and Peace
- Health Issues
- Human Rights
- Nutrition and Food