

World Language Education

Curriculum Framework

5 - 12

Philosophy of World Languages Education

Learning other languages and understanding the culture of the people who speak them is a 21st Century skill that is vital to success in the global environment in which our students will live and work. For college and career readiness, our students need to be proficient in other languages, regardless of whether they choose to transition directly to the workforce or to post-secondary education. In a 2006 report entitled, Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security, the Committee for Economic Development (CED) stated “To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders.”¹

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¹ Partnership for 21st Century Skills,
http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

World Languages Instructional Practices

This framework is the basis for levels 1 through 4 of French and levels Introduction to Spanish through AP Spanish taught in the Litchfield School District. The curriculum framework is based in large part upon the New Hampshire Guidelines for World Language Learning (<http://www.nhawl.org/images/Handouts/nhwlguidelines.pdf>).

An emphasis on speaking, listening, reading, writing, and the exploration of Francophone and Hispanic cultures ensures that all the components of language acquisition are employed to enhance language learning.

Speaking in the target language is an very important component of studying a world language. Students are expected to speak in the target language, including the first year, with increasing fluency and frequency throughout the course year and from course to course.

Teachers employ differentiated instructional strategies to allow students to demonstrate knowledge of the language in a variety of settings. Teachers vary activities to meet students' multiple learning styles.

Student participation in the world language classroom is seen as a key to success in the acquisition of the target language. Students are encouraged to participate in the classroom and use their newly acquired language skills to express themselves in the classroom setting and beyond.

Students are expected to use various study techniques for newly learned linguistic material.

There are a myriad of online resources available to students in order to enhance their learning and proficiency in the target language. Students should use technology to expand their language skills and increase exposure to the target language and its culture.

Writing in English shall conform to the College and Career Ready literacy standards. (see Appendix)

World Language Education Competencies

Read with sufficient accuracy and fluency to support comprehension in the [Spanish/French] language.

Apply appropriate conventions of the [Spanish/French] language in **writing**.

Speak purposefully, making strategic decisions about content, language use, and speaking style.

Listen attentively to interpret and evaluate spoken language.

Compare and contrast [Spanish and French] -speaking **cultures**.

French 1

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the French language.
 - Interpret basic informational text, graphic text and short excerpts from a variety of literature, including dialogues, blogs, and instructions.
 - Navigate online resources to investigate relevant topics or for language exploration.
 - Discern the cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.

- ❖ Apply appropriate conventions of the French language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing appropriate for a learner with a basic level of French (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and concise presentations.
 - Create discourse applying simple, compound, and complex sentences when appropriate.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the French language when speaking including grammar, vocabulary, word choice, and sentence structure.
 - Employ proper pronunciation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, as well as short narrations.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.

- ❖ Compare and contrast Francophone **cultures**.
 - Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Francophone cultures.
 - Analyze the cultural similarities and differences among various Francophone cultures as well as compared to the culture of the U.S...
 - Discern social norms and customs of Francophone cultures.

French 2

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the French language.
 - Interpret informational text, graphic text and short excerpts from a variety of literature, including dialogues, plays, blogs, and instructions.
 - Navigate online resources to investigate relevant topics or for language exploration.
 - Discern the context, cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.

- ❖ Apply appropriate conventions of the French language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and presentations.
 - Discern appropriate use of basic idiomatic expressions.
 - Create discourse applying simple, compound, and complex sentences.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the French language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, as well as narrations.
 - Explore basic phonetic differences of French dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.

- ❖ Compare and contrast Francophone **cultures**.
 - Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Francophone cultures.
 - Analyze the cultural similarities and differences among various Francophone cultures as well as compared to the culture of the U.S...
 - Discern social norms and customs of Francophone cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures.

French 3

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the French language.
 - Interpret informational text, graphic text and a variety of literature, including dialogues, poems, instructions, tweets, infographics, and articles.
 - Navigate online resources to investigate relevant topics.
 - Discern the style, context, cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.

- ❖ Apply appropriate conventions of the French language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and presentations.
 - Discern appropriate use of idioms and cultural variance in context.
 - Create paragraph-length discourse applying simple, compound, and complex sentences.
 - Apply feedback to plan, organize, compose, revise, and rewrite.
 - Analyze common errors in language to language translation.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the French language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation and intonation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues, surveys, and presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and frequently self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.

- Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, as well as narrations and surveys.
 - Identify unique phonetic differences of French dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.
 - Discern main ideas and essential vocabulary to convey a speaker's perspective.
- ❖ Compare and contrast Francophone **cultures**.
- Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Francophone cultures.
 - Analyze the cultural similarities and differences among various Francophone cultures as well as compared to the culture of the U.S...
 - Discern social norms and customs of Francophone cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures (through guest speakers, shadowing, visitations, interviews, etc.)

French 4

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the French language.
 - Interpret informational text, graphic text and a variety of literature, including dialogues, short stories, poems, and authentic media sources.
 - Navigate online resources to investigate relevant topics and cite them appropriately.
 - Discern the style, context, cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.
 - Paraphrase ideas appropriately.

- ❖ Apply appropriate conventions of the French language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues, poems, journals/letters, advertisements, and class presentations.
 - Discern appropriate use of idioms and cultural variance in context.
 - Write creatively applying simple, compound, and complex sentences, utilizing appropriate transitional elements.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the French language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation, intonation, and pacing techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and class presentations.
 - Utilize circumlocution, gestures, and nonverbal expressions to enhance speech.

- Consistently analyze errors and self-correct while speaking.
- ❖ **Listen** attentively to interpret and evaluate spoken language.
- Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, short stories, and poems.
 - Decipher content from authentic songs and advertisements to respond to critical thinking questions.
 - Identify unique phonetic differences of French dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.
 - Evaluate a speaker’s perspective, rationale, and use of evidence and rhetoric.
- ❖ Compare and contrast Francophone **cultures**.
- Identify and analyze the relationship among the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Francophone cultures and the communities in the U.S.
 - Create replicas of the cultural products of various French-speaking countries.
 - Analyze the cultural similarities and differences among various Francophone cultures as well as compared to the culture of the U.S. in an organized manner.
 - Discern social norms and customs of Francophone cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures (through guest speakers, shadowing, visitations, interviews, etc.)

Introduction to Spanish

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the Spanish language.
 - Interpret basic informational text, graphic text and short excerpts from a variety of literature, including dialogues, blogs, and instructions appropriate for learners with beginning knowledge of Spanish.
 - Discern the cognates and visual cues for comprehension.

- ❖ Apply appropriate conventions of the Spanish language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing appropriate for a learner with a basic level of Spanish (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and concise presentations.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the Spanish language when speaking including grammar, vocabulary, word choice, and sentence structure.
 - Employ proper pronunciation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.

- ❖ Compare and contrast Spanish-speaking **cultures**.

- Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Spanish-speaking cultures.
- Analyze the cultural similarities and differences among various Spanish-speaking cultures as well as compared to the culture of the U.S.
- Discern social norms and customs of Spanish-speaking cultures.

Spanish 1

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the Spanish language.
 - Interpret basic informational text, graphic text and short excerpts from a variety of literature, including dialogues and instructions appropriate for learners with beginning knowledge of Spanish.
 - Navigate online resources to investigate relevant topics or for the purpose of language exploration.
 - Discern cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.

- ❖ Apply appropriate conventions of the Spanish language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation) appropriate for a learner with a basic level of Spanish.
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and concise presentations.
 - Create discourse applying simple, compound, and complex sentences when appropriate.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the Spanish language when speaking including grammar, vocabulary, word choice, and sentence structure.
 - Employ proper pronunciation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and brief presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, as well as short narrations.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.

- ❖ Compare and contrast Spanish-speaking **cultures**.
 - Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Spanish-speaking cultures.
 - Analyze the cultural similarities and differences among various Spanish-speaking cultures as well as compared to the culture of the U.S...
 - Discern social norms and customs of Spanish-speaking cultures.

Spanish 2

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the Spanish language.
 - Interpret informational text, graphic text and short excerpts from a variety of literature, including dialogues, blogs, and instructions.
 - Navigate online resources to investigate relevant topics or for language exploration.
 - Discern the context, cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.

- ❖ Apply appropriate conventions of the Spanish language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and presentations.
 - Discern appropriate use of basic idiomatic expressions.
 - Create discourse applying simple, compound, and complex sentences.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully in Spanish, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the Spanish language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, as well as narrations.
 - Explore basic phonetic differences of Spanish dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.

- ❖ Compare and contrast Spanish-speaking **cultures**.
 - Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Spanish-speaking cultures.
 - Analyze the cultural similarities and differences among various Spanish-speaking cultures as well as compared to the culture of the U.S.
 - Discern social norms and customs of Spanish-speaking cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures.

Spanish 3

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the Spanish language.
 - Interpret informational text, graphic text and a variety of literature, including dialogues, poems, instructions, tweets, infographics, and articles.
 - Navigate online resources to investigate relevant topics.
 - Discern the style, context, cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.

- ❖ Apply appropriate conventions of the Spanish language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues and presentations.
 - Discern appropriate use of idioms and cultural variance in context.
 - Create paragraph-length discourse applying simple, compound, and complex sentences.
 - Apply feedback to plan, organize, compose, revise, and rewrite.
 - Analyze common errors in language to language translation.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the Spanish language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues, surveys, and presentations.
 - Utilize gestures and other nonverbal expressions to enhance speech.
 - Analyze errors and frequently self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, as well as narrations and surveys.
 - Identify unique phonetic differences of Spanish dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.
 - Discern main ideas and essential vocabulary to convey a speaker’s perspective.

- ❖ Compare and contrast Spanish-speaking **cultures**.
 - Identify and analyze the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Spanish-speaking cultures.
 - Analyze the cultural similarities and differences among various Spanish-speaking cultures as well as compared to the culture of the U.S...
 - Discern social norms and customs of Spanish-speaking cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures (through guest speakers, shadowing, visitations, interviews, etc.)

Spanish 4

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the Spanish language.
 - Interpret informational text, graphic text and a variety of literature, including dialogues, short stories, poems, and authentic media sources.
 - Navigate online resources to investigate relevant topics and cite them appropriately.
 - Discern the style, context, cognates and visual cues for comprehension.
 - Expand knowledge of other subject areas and perspectives through reading in the target language.
 - Paraphrase ideas appropriately.

- ❖ Apply appropriate conventions of the Spanish language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks, including the level of formality of dialogues, poems, journals/letters, advertisements, and class presentations.
 - Discern appropriate use of idioms and cultural variance in context.
 - Write creatively applying simple, compound, and complex sentences, utilizing appropriate transitional elements.
 - Apply feedback to plan, organize, compose, revise, and rewrite.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the Spanish language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation, intonation, and pacing techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks, including formal and informal dialogues and class presentations.
 - Utilize circumlocution, gestures, and nonverbal expressions to enhance speech.
 - Consistently analyze errors and self-correct while speaking.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues, among peers and adults, short stories, and poems.
 - Decipher content from authentic songs and advertisements to respond to critical thinking questions.
 - Identify unique phonetic differences of Spanish dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.
 - Evaluate a speaker’s perspective, rationale, and use of evidence and rhetoric.

- ❖ Compare and contrast Spanish-speaking **cultures**.
 - Identify and analyze the relationship among the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Spanish-speaking cultures and the communities in the U.S.
 - Create replicas of the cultural products of various Spanish-speaking countries.
 - Analyze the cultural similarities and differences among various Spanish-speaking cultures as well as compared to the culture of the U.S. in an organized manner.
 - Discern social norms and customs of Spanish-speaking cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures (through guest speakers, shadowing, visitations, interviews, etc.)

Advanced Placement Spanish

- ❖ **Read** with sufficient accuracy and fluency to support comprehension in the Spanish language.
 - Interpret informational text, graphic text and a variety of literature (interpretive visual and audiovisual communication), including dialogues, emails, authentic media sources, and instructions.
 - Navigate online resources to investigate relevant topics and cite them appropriately.
 - Utilize critical analysis to discern the style, context, fact vs. opinion, and implied meaning for comprehension.
 - Expand knowledge of other subject areas through study of geographical, historical, artistic, social, and political features of target culture communities.
 - Paraphrase ideas appropriately.

- ❖ Apply appropriate conventions of the Spanish language in **writing**.
 - Synthesize knowledge of grammar and punctuation, accent marks, vocabulary, and apply language-specific syntax to produce clear and coherent writing (avoid word-for-word translation).
 - Adapt writing to a variety of contexts and communication tasks (both interpersonal and presentational), including the level of formality of dialogues, blog posts, email replies, persuasive essays, creative writing, and cultural comparison presentations.
 - Discern appropriate use of idioms and cultural variance in context.
 - Create extensive discourse applying simple, compound, and complex sentences.
 - Apply feedback to plan, organize, compose, revise, and rewrite.
 - Present and defend a viewpoint with coherence, detail, and transitional elements.
 - Formulate questions to seek clarification or additional information.

- ❖ **Speak** purposefully, making strategic decisions about content, language use, and speaking style.
 - Apply appropriate conventions of the Spanish language when speaking including grammar, vocabulary, word choice, and sentence structure with relevant detail.
 - Employ proper pronunciation, intonation, and pacing techniques using guidelines.
 - Adapt speech to a variety of contexts and communicative tasks (both interpersonal and presentational), including formal and informal dialogues and cultural comparison presentations.
 - Utilize circumlocution, gestures, and nonverbal expressions to enhance speech.
 - Consistently analyze errors and self-correct during both impromptu and rehearsed speech.
 - Formulate questions to seek clarification or additional information.

- ❖ **Listen** attentively to interpret and evaluate spoken language.
 - Interpret meaning to create appropriate responses in formal and informal collaborations, such as dialogues among peers and adults, interviews, and reports.
 - Decipher and integrate content from audio sources to respond to critical thinking questions and in support of viewpoint for persuasive essays.
 - Identify unique phonetic differences of Spanish dialects and accents.
 - Interpret gestures and nonverbal expressions to enhance listening comprehension.
 - Evaluate a speaker’s perspective, rationale, and use of evidence and rhetoric.
 - Recognize social and cultural elements implicit in oral texts.

- ❖ Compare and contrast Spanish-speaking **cultures**.
 - Identify and analyze the relationship among the products (the “what”), the practices (the “how”) and the perspectives (the “why”) of various Spanish-speaking cultures and the communities in the U.S...
 - Analyze the cultural similarities and differences among various Spanish-speaking cultures as well as compared to the culture of the U.S. in an organized manner with relevant cultural connections and transitional elements.
 - Discern social norms and customs of Spanish-speaking cultures.
 - Explore connections to cultural customs and distinctive viewpoints that are available through the target language and its cultures (through guest speakers, shadowing, visitations, interviews, etc.).

- Analyze geographical, historical, artistic, social, and political features of target culture communities.
- Apply appropriate conventions of the Spanish language including grammar, vocabulary, word choice, and sentence structure with relevant detail.



STANDARDS FOR

**Literacy in
History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.