

## Teaching Standards

### Connections to Language and Literacy, Novice High

NH.CLL.1.1. Use simple phrases and short sentences to exchange information about familiar topics.

NH.CLL.1.2. Generate conversations using familiar vocabulary and structures in short social interactions.

NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli.

NH.CLL.1.4. Use simple questions about familiar topics to acquire needed information.

A consistent focus on making small talk throughout the course of Levels I and II of a modern World Languages course will more than adequately address the Connections to Language and Literacy standards. The features of what we call “small talk”—short and typically formulaic interactions on familiar topics—are precisely the kind of conversation these standards address at the introductory level. As so-called “small talk” makes up the bulk of human speech, a Novice High level of interpersonal speaking proficiency actually prepares students for much broader range of social interaction than most teachers appreciate.

### Communities, Novice High

NH.CMT.1.1. Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture [emphasis added] or communities of learners of the same target language.

The Mi pasaporte activity is specifically designed to help teachers address the Communities’ standards in a meaningful and prosocial way. Most schools include communities of speakers of at least one of the World Languages taught there, and many schools contain speakers of more than one of the World Languages taught. Interaction with members of target linguistic communities at their own schools and in their own neighborhoods is a readily attainable goal for most students, as compared to study abroad. Furthermore, treating heritage and native speakers of languages other than English as subject matter experts will help welcome and integrate often marginalized groups of students who may feel disconnected from the wider school community.