

2009 New Jersey Core Curriculum Content Standards - World Languages

Content Area	World Languages			
Standard	<p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>			
Strand	A. Interpretive Mode			
Proficiency Level	Content Statement		CPI #	Cumulative Progress Indicator (CPI)
<u>Novice-Mid</u>	<p>Linguistic:</p> <ul style="list-style-type: none"> o The Novice-Mid language learner understands and communicates at the word level and can <u>independently</u> identify and recognize <i>memorized words and phrases</i> that bring meaning to text. <p>Cultural:</p> <ul style="list-style-type: none"> o Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) o Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and 		7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> . Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s). Identify familiar people, places, and objects based on simple oral and/or written descriptions. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.

- dances.)
- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
 - Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
 - What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
 - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Strand	A. <u>Interpretive Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Novice-High</u>	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences independently</i> to:</p> <ul style="list-style-type: none"> Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding 	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes. Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <u>physical response</u> . Recognize some common gestures and <u>cultural practices</u> associated with target culture(s). Identify people, places, objects, and activities in daily life based on oral or written descriptions. Demonstrate comprehension of short conversations and brief written messages on familiar topics.

<p>should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p>	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, <u>culturally authentic materials</u>.</p>
<ul style="list-style-type: none"> ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.) ○ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should 	

- include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
 - Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
 - Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
 - Current trends and issues influence popular culture. (Topics that assist in the development

	of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
Strand	A. <u>Interpretive Mode</u>	CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Intermediate-Low</u>	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences independently</i> to:</p> <ul style="list-style-type: none"> o Identify the main idea and some supporting details when reading. o Understand the gist and some supporting details of conversations dealing with everyday life. o Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> o Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) o The study of another language and culture deepens understanding of where and how people live and why events occur. (Content 	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8	Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and <u>cultural practices</u>) in the target culture(s) and in one's own culture. Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. Demonstrate comprehension of conversations and written information on a variety of topics. Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <u>culturally authentic materials</u> . Infer the meaning of a few unfamiliar words in some new contexts. Compare and contrast unique linguistic

<p>areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</p> <ul style="list-style-type: none"> ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.) ○ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.) ○ The amount of leisure time available and how it is spent varies among cultures. (Topics that 	<p>elements in English and the target language.</p>
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- assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
 - Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
 - Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand	A. <u>Interpretive Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)

<u>Intermediate-Mid</u>	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) ○ Due to globalization and advances in technology, the products and practices of a 	<table border="1"> <tbody> <tr> <td data-bbox="1174 101 1353 262">7.1.IM.A.1</td><td data-bbox="1353 101 2019 262">Compare and contrast information contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.</td></tr> <tr> <td data-bbox="1174 262 1353 450">7.1.IM.A.2</td><td data-bbox="1353 262 2019 450">Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</td></tr> <tr> <td data-bbox="1174 450 1353 638">7.1.IM.A.3</td><td data-bbox="1353 450 2019 638">Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <u>cultural practices</u>) in the target culture(s) to determine the meaning of a message.</td></tr> <tr> <td data-bbox="1174 638 1353 801">7.1.IM.A.4</td><td data-bbox="1353 638 2019 801">Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</td></tr> <tr> <td data-bbox="1174 801 1353 923">7.1.IM.A.5</td><td data-bbox="1353 801 2019 923">Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</td></tr> <tr> <td data-bbox="1174 923 1353 1119">7.1.IM.A.6</td><td data-bbox="1353 923 2019 1119">Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <u>culturally authentic materials</u>.</td></tr> <tr> <td data-bbox="1174 1119 1353 1192">7.1.IM.A.7</td><td data-bbox="1353 1119 2019 1192">Infer the meaning of some unfamiliar words in some new contexts.</td></tr> <tr> <td data-bbox="1174 1192 1353 1315">7.1.IM.A.8</td><td data-bbox="1353 1192 2019 1315">Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</td></tr> <tr> <td data-bbox="1174 1315 1353 1490"></td><td data-bbox="1353 1315 2019 1490"></td></tr> </tbody> </table>	7.1.IM.A.1	Compare and contrast information contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.	7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.	7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <u>cultural practices</u>) in the target culture(s) to determine the meaning of a message.	7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <u>culturally authentic materials</u> .	7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.	7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.		
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- culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
 - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
 - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
 - Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not

	<p>limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
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Strand	A. <u>Interpretive Mode</u>	CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level	Content Statement		
<u>Intermediate-High</u>	<p>Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can <i>use connected sentences and paragraphs independently</i> to:</p>	7.1.IH.A.1 7.1.IH.A.2	Analyze and critique information contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to a variety of familiar and some unfamiliar topics. Demonstrate comprehension of spoken and written language, as expressed by

<ul style="list-style-type: none"> ○ Analyze written and oral text. ○ Synthesize written and oral text. ○ Identify most supporting details in written and oral text. ○ Infer meaning of unfamiliar words in new contexts. ○ Infer and interpret author's intent. ○ Identify some cultural perspectives. ○ Identify the organizing principle in written and oral text. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) 	<p>speakers of the target language in <u>formal and informal</u> settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.6 Analyze and critique readings from <u>culturally authentic materials</u>.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <u>formal and informal</u> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>
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- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not

	<p>limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 	
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Strand	A. <u>Interpretive Mode</u>	CPI #	Cumulative Progress Indicator (CPI)
Proficiency Level	Content Statement		
Advanced-Low	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> Analyze written and oral text. Synthesize written and oral text. Identify most supporting details in written and oral text. Infer meaning of unfamiliar words in new contexts. Infer and interpret author's intent. 	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4	Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes. Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings. Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how <u>cultural perspectives</u> are reflected in <u>cultural products</u> and <u>cultural practices</u> . Evaluate, from multiple <u>cultural perspectives</u> , the historical, political, and present-day contexts that connect or have connected famous people,

- Identify some cultural perspectives.

- Identify the organizing principle in written and oral text.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should

places, and events from the target culture(s) with the United States.

7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.

7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of [culturally authentic texts](#) and genres.

7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

- include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
 - Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
 - Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

Content Area	World Languages		
Standard	<p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>		
Strand	B. <u>Interpersonal Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Novice-Mid</u>	<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> o Respond to learned questions. o Ask memorized questions. o State needs and preferences. o Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> o Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) o Observing and participating in culturally 	7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

- authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
 - Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
 - What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
 - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners

- who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Novice-High	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Initiate, maintain, and end a conversation. 	7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
		7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
		7.1.NH.B.4	Ask and respond to questions, make

<ul style="list-style-type: none"> ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes 	<p>requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>
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- may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
 - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
 - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
 - Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities)

<p>and common health conditions/problems and remedies.)</p> <ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	
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Strand	B. <u>Interpersonal Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Intermediate-Low</u>	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. 	7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and

- o Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

cultural activities.

7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Cultural:

- o Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- o The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this

- understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
 - Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
 - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
 - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding

- should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- o Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
 - o Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
 - o Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Intermediate-	Linguistic:	7.1.IM.B.1	Use digital tools to participate in short

Mid

<p>The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences independently</i> to:</p> <ul style="list-style-type: none">○ Ask and answer questions related to everyday life.○ Handle simple transactions related to everyday life:<ul style="list-style-type: none">▪ Initiate, maintain, and end a conversation.▪ Ask for and give permission.▪ Express needs.▪ Give reasons.▪ Request, suggest, and make arrangements.▪ Extend, accept, and decline an invitation.▪ Express an opinion and preference. <p>Cultural:</p> <ul style="list-style-type: none">○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current	<p>conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>
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- and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
 - Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
 - Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
 - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal

- likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
 - Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
 - Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
 - Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are

	not limited to: fashion, style, popular music, art, and pastimes.)		
Strand	B. <u>Interpersonal Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Intermediate-High</u>	<p>Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> o Infer meaning of unfamiliar words in new contexts. o Identify some cultural perspectives. o Narrate and describe across a wide-range of topics. o Compare and contrast. o Offer and support opinions. o Persuade someone to change a point of view. o Make and change plans. o Offer advice. 	7.1.IH.B.1 7.1.IH.B.2 7.1.IH.B.3 7.1.IH.B.4 7.1.IH.B.5 7.1.IH.B.6	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. Use language in a variety of settings to further personal and/or academic goals.

- Handle a situation with a complication.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)

- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

Strand	B. <u>Interpersonal Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Advanced-</u>	Linguistic:	7.1.AL.B.1	Use <u>digital tools</u> to participate in

Low

<p>The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none">○ Infer meaning of unfamiliar words in new contexts.○ Identify some cultural perspectives.○ Narrate and describe across a wide-range of topics.○ Compare and contrast.○ Offer and support opinions.○ Persuade someone to change a point of view.○ Make and change plans.○ Offer advice.○ Handle a situation with a complication. <p>Cultural:</p> <ul style="list-style-type: none">○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this	<p>extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <u>informal and some formal</u> settings.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.</p>
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- understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
 - Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
 - Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

Content Area	World Languages		
Standard	7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Novice-Mid	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use</i>	7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on

<p><i>memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ○ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ○ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) ○ Many products and practices related to home 	<p>targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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- and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
 - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)
 - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Strand	C. <u>Presentational Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Novice-High</u>	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences independently</i> to:</p> <ul style="list-style-type: none"> o Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>Cultural:</p> <ul style="list-style-type: none"> o Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) o The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not 	7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5	Recombine basic information at the word and sentence level related to self and targeted themes to create a <u>multimedia-rich presentation</u> to be shared virtually with a target language audience. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. Describe in writing people and things from the home and school environment. Tell or retell stories from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing. Tell or write about <u>cultural products</u> associated with the target culture(s), and simulate common <u>cultural practices</u> .

limited to: history, science, economics, and [geography](#).)

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to:

- likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Intermediate-Low</u>	Linguistic: The Intermediate-Low language learner	7.1.IL.C.1	Use knowledge about <u>cultural products</u> and <u>cultural practices</u> to create a

<p>understands and communicates at the sentence level and can <i>use simple sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a 	<p><u>multimedia-rich presentation</u> on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate <u>culturally authentic materials</u> orally and in writing.</p> <p>7.1.IL.C.5 Compare and contrast <u>cultural products</u> and <u>cultural practices</u> associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <u>16 Career Clusters</u>.</p>
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- culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
 - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
 - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
 - Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not

- limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
 - Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Intermediate-Mid</u>	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life 	7.1.IM.C.1	Synthesize information related to the <u>cultural products</u> , <u>cultural practices</u> , and <u>cultural perspectives</u> associated with targeted culture(s) to create a <u>multimedia-rich presentation</u> on targeted themes to be shared virtually with a target language audience.

<ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. 	<p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u>.</p> <p>7.1.IM.C.5 Compare the <u>cultural perspectives</u> of the target culture(s) with those of one's own culture, as evidenced through the <u>cultural products</u> and <u>cultural practices</u> associated with each.</p>
<p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and 	

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| | <p>world literature.)</p> <ul style="list-style-type: none">○ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)○ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)○ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites |
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- provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Strand		C. Presentational Mode	
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
Intermediate-High	<p>Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> ○ Synthesize written and oral text. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. 	7.1.IH.C.1 7.1.IH.C.2 7.1.IH.C.3	<p>Explain and compare how a <u>cultural perspective</u> led to the development of a <u>cultural product</u> or <u>cultural practice</u> in the target culture(s) and in one's own culture, through a <u>multimedia-rich presentation</u> to be shared virtually with a target language audience.</p> <p>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect <u>cultural perspectives</u> associated with the target culture(s).</p> <p>Use language creatively in writing for a variety of purposes.</p>

<ul style="list-style-type: none"> ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Offer advice. 	<p>7.1.IH.C.4 Explain the structural elements and/or <u>cultural perspectives</u> found in <u>culturally authentic materials</u>.</p> <p>7.1.IH.C.5 Explain <u>cultural perspectives</u> associated with the target culture(s), as evidenced by the <u>cultural products</u> and <u>cultural practices</u> associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>
<p><u>Cultural:</u></p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) 	

- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding

	should include, but are not limited to: history, social sciences, and world literatures.)		
Strand	C. <u>Presentational Mode</u>		
Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<u>Advanced-Low</u>	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> o Synthesize written and oral text. o Identify some cultural perspectives. o Narrate and describe across a wide-range of topics. o Compare and contrast. o Offer and support opinions. o Persuade someone to change a point of view. o Offer advice. <p>Cultural:</p> <ul style="list-style-type: none"> o Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics 	7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5 7.1.AL.C.6	Create a research-based <u>multimedia-rich presentation</u> to be shared virtually with a target language audience. Create a research-based analysis of a current global problem/issue showing <u>cultural perspectives</u> associated with the target culture(s) and another world culture. Use language creatively in writing for personal, career, or academic purposes. Compare and contrast the structural elements and/or <u>cultural perspectives</u> found in <u>culturally authentic materials</u> with those found in selections in English. Analyze how <u>cultural perspectives</u> about a specific <u>cultural product</u> or <u>cultural practice</u> associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

- that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
 - Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
 - Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and

- entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
 - Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*

TEXT TYPE

Quantity of Language Produced

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE- MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Words, phrases, and memorized simple sentences	Words, lists, and simple sentences	Simple sentences	Strings of sentences	Connected sentences and paragraphs	Paragraph-level discourse

LANGUAGE CONTROL

Grammatical Accuracy

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
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Accurate when producing memorized language	Inconsistently accurate Most accurate when expressing one's own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	Inconsistently accurate Most accurate when expressing one's own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	Evidence of control of grammar when using simple sentences and basic verb forms Demonstrates some ability to use grammatical and stylistically cohesive elements	Generally accurate when narrating and describing in present time Less accurate in past and future time Applies familiar structures to new situations	Sustained control of simple target-language sentence structures and partial control of more complex structures Grammatical unevenness with some control of aspect Some grammatical errors in control of aspect
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VOCABULARY USE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Comprehends and produces vocabulary related to common objects and actions in familiar categories Uses words and phrases primarily as lexical items without awareness of grammatical structure	Comprehends and produces an expanding amount of vocabulary from previously studied themes Understands and uses a few memorized idiomatic expressions Uses false cognates (for languages that contain English cognates)	Comprehends and produces vocabulary from a limited number of themes not previously studied Understands and uses a limited number of idiomatic expressions Uses false cognates (for languages that contain English cognates)	Comprehends and produces vocabulary on a wider range of everyday themes Understands and uses some idiomatic expressions and culturally authentic expressions Searches for adequate vocabulary	Comprehends and produces vocabulary from an expanding variety of themes Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a limited number of topics	Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude Understands and uses idiomatic expressions and culturally authentic expressions Uses specialized and precise vocabulary for a wider range of topics Employs generic vocabulary

COMMUNICATION STRATEGIES

Techniques to understand and to be understood

As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.

INTERPRETIVE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Identifies a limited number of cognates and loanwords to aid comprehension Uses visual cues to aid comprehension Uses background experience to enhance comprehension	Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension Skims and scans Infers meaning of some unfamiliar words to aid comprehension Predicts	Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension Infers meaning of unfamiliar words to aid comprehension Uses contextual clues Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension Rereads May paraphrase when reading or listening; asks questions of self about text Identifies type of text (narrative, expository, persuasive) Synthesizes Summarizes Evaluates Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this)	Uses knowledge of own culture and target culture to deduce meaning Derives meaning by examining familiar and unfamiliar structures Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension	Identifies the organizing principle(s) of oral or written text Infers and interprets the intent of the author	Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations

		strategy)			
INTERPERSONAL					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Uses gestures and sometimes resorts to English	Generally, but not always: Asks for clarification	Minimally: Asks for clarification Uses some cohesive devices	Consistently: Asks for clarification Uses some cohesive devices	Uses cohesive devices Probes for details in order to clarify meaning Uses circumlocution	Rephrases Conveys message without misrepresentation or confusion
Repeats	Uses limited circumlocution	Uses limited circumlocution	Uses circumlocution	Self-corrects even when not needed for comprehension	Is understood by native speakers unaccustomed to dealing with non-natives
Is understood by sympathetic speakers used to dealing with language learners	Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is understood by sympathetic speakers used to dealing with non-natives	Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	

PRESENTATIONAL					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Uses gestures and sometimes resorts to English	Generally, but not always: Uses limited circumlocution	Minimally: Uses limited circumlocution Uses some cohesive devices	Consistently: Uses circumlocution Uses some cohesive devices	Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed for	Rephrases Conveys message without misrepresentation or confusion Is understood by native
Repeats					
Is understood by					

sympathetic speakers used to dealing with language learners.	Repeats	Repeats	Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	comprehension	speakers unaccustomed to dealing with non-natives
	Paraphrases	Paraphrases		Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	
	Self-corrects when not understood	Self-corrects when not understood			
	Is understood by sympathetic speakers used to dealing with non-natives	Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives			

* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

ACCOMMODATIONS

Accommodations: Modifications made in instruction and/or assessment that address the specific needs of individual students.

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to meet the needs of all learners in the world languages class. Scroll down to video #6.
- ◆ The 1996 New Jersey World Languages Curriculum Framework contains several chapters related to accommodations:
 - [Instructional Strategies and Student Learning Characteristics](#)
 - [Instructional Adaptations for Students with Diverse Needs](#)
 - [Instructional Strategies](#)
- ◆ Click <http://daretodifferentiate.wikispaces.com/> for an interactive wiki site dedicated to differentiation strategies.

ADVANCED-LOW

Advanced-Low Level Learners: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

AUTHENTIC ASSESSMENT

Authentic Assessment: Assessment tasks that evoke demonstration of knowledge and skills in ways that they are applied in the "real world."

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to assess the modes of communication. Scroll down to video #7.
- ◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view assessment in practice. Scroll down to video #30.

- ◆ Click [CAPS TOAS](#) to access Thematically Organized Assessments categorized by themes, topics, and levels of proficiency.
- ◆ Click [Wisconsin Project](#) for information related to world language assessment.

CAREER CLUSTER

Career Clusters: Postsecondary education and career pathways.

CENTER FOR APPLIED LINGUISTICS

The Center for Applied Linguistics: Resources of interest to world language educators, including many related to assessment.

CIRCUMLOCUTION

Circumlocution: Talking around a word or phrase through definition or description.

COGNATE

Cognate: A word that looks like a word in another language and has a similar meaning.

COMMUNITIES

Communities: The goal area of the ***Standards for Foreign Language Learning in the 21st Century*** that targets participation in multilingual communities at home and around the world.

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view how to address communities. Scroll down to video #8.
- ◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view how communities are included in a lesson in practice. Scroll down to video #14.

COMPREHENSIBLE INPUT

Comprehensible Input: Language that a learner already knows plus some new language made understandable through intentional and targeted strategies.

- ◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view an example of how to provide comprehensible input. Scroll down to video #4.

COMPREHENSIBLE OUTPUT HYPOTHESIS

Comprehensible Output Hypothesis: The supposition that second language acquisition depends on more than just comprehensible input and requires learners to produce language.

CONTINUUM

Continuum: The ongoing process of developing proficiency in the target language.

CULTURAL

Cultural Content: Content that is reinforced or enhanced through the language studied.

CULTURAL PERSPECTIVES

Cultural Perspectives: Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

The perspectives of a culture sanction the cultural practices and create a need for the products.

The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that*?"

Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

CULTURAL PRACTICES

Cultural Practices: Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

CULTURAL PRODUCTS

Cultural Products: Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

CULTURALLY AUTHENTIC MATERIALS

Culturally authentic materials: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language (also see [How to Select Culturally Authentic Materials](#)).

DIGITAL TOOLS

Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.

E -PALS

[**E-pals**](#): An electronic platform that enables students, teachers, and classrooms in the global community to communicate about issues and topics, to collaborate on a variety of projects, and to engage in problem solving that incorporates multiple perspectives.

EDUTOPIA

[**Edutopia**](#): An interactive site that contains an archive of continually updated best practices.

ELECTRONIC INFORMATION SOURCES

Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.

ELL

ELL: Acronym for English language learners who are developing their listening, speaking, reading, and writing abilities in English.

FORMAL AND INFORMAL

Formal and informal settings: The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

FORMATIVE ASSESSMENT

Formative Assessment: Ongoing evaluation of a student's progress during a learning activity that is used to inform instruction and assists in tracking student progress. It is often referred to as assessment *for* learning.

◆ Click [Wisconsin Project](#) or [New Jersey World Languages Curriculum Framework](#) for information related to world languages assessment.

FOUR ART FORMS

Four art forms: Dance, music, theatre, and the visual arts.

GEOGRAPHY

Geography: Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

GLOBAL ISSUES

Global Issues: Issues that have a significant impact, transcend political and geographical boundaries, are enduring, and are interconnected.

GOUIN SERIES

Gouin Series: A series of short statements describing a logical sequence of actions within a specific context.

HOLISTIC RATING/SCORING

Holistic rating/scoring: A scoring procedure yielding a single score based upon a set of predetermined criteria, which generally puts the emphasis on what is done well rather than deficiencies.

HOW TO SELECT CULTURALLY AUTHENTIC MATERIALS

HOW TO SELECT CULTURALLY AUTHENTIC MATERIALS BASED ON PROFICIENCY LEVEL

NOVICE-MID TEXTS

Novice-Mid-level students require short texts related to everyday personal experiences. Texts that are highly contextualized, supported by visual cues, and contain repetition of key words and phrases are appropriate for Novice-Mid-level learners. Interpretive tasks designed at the Novice-Mid level ask students to recognize key words and to identify important words, phrases, and main ideas.

NOVICE-HIGH TO INTERMEDIATE-MID TEXTS

The same texts may be used for Novice-High-level students through Intermediate-Midlevel students; however, the task changes. At the Intermediate level, students continue to look for main ideas, but also identify supporting details and derive meaning from context.

INTERMEDIATE-HIGH TEXTS

Text used at the previous levels may also be used with Intermediate-High-level students; however, the task changes. At the Intermediate-High level, students continue to look for main ideas, identify supporting details, and derive meaning from context, while they also begin to infer meaning, identify the author's perspective, compare cultural perspectives, and recognize the organizing principle of a text.

ADVANCED-LOW TEXTS

Text used at the previous levels may also be used with Advanced-Low level students; however, the task changes. At the Advanced-Low level, students continue to infer meaning, identify the author's perspective, compare cultural perspectives, and recognize the organizing principle of a text.

principle of the text while they also begin to analyze and evaluate text for facts and opinions.

Suggested culturally authentic texts for interpretive reading tasks:

Novice-Mid Level

- Blogs
- Brochures
- Calendars and schedules
- Children's stories and poems related to novice contexts
- Directions
- Highly contextualized advertisements from a target country publication (print or online)
- ID cards
- Maps
- Menus
- Movie schedules
- Online weather reports
- Report cards
- Simple biographies from a target culture magazine (print or online)
- Simple letters or email correspondence
- Social networking sites
- Sports schedules
- Stories/songs
- Student schedules

Novice-High Through Intermediate-Mid Level

In addition to the above Novice-Mid level texts:

- Advice columns
- Photo stories with captions
- Simple stories

Intermediate-High Level

In addition to all above texts:

- Authentic short stories

- Contextualized comic strips
- Essays or editorials from newspapers
- Personal letters

Advanced-Low Level

In addition to all above texts:

- Editorials
- Novels

Suggested culturally authentic texts for interpretive listening/viewing tasks:

Novice-Mid Level

- Commercials from television, radio, Internet
- Podcasts
- Simple interviews, conversations, or surveys related to Novice content
- Songs related to Novice content
- Straightforward public service announcements from television, radio, Internet
- Video clips

Novice-High Through Intermediate-Mid Level

In addition to the above Novice-Mid level texts:

- Movie trailers
- Selected clips from movies
- Simple segments from television programs, such as soap operas or talk shows

Intermediate-High Level

In addition to all above texts:

- Contextualized animated cartoons
- Television shows on familiar topics

Advanced-Low Level

In addition to all above texts:

- Full-length movies

INDEPENDENTLY

Independently: What the learner can communicate spontaneously without guidance or support.

INFORMATION GAP ACTIVITY

Information Gap Activity: An activity in which one person has information that another needs but does not have, and in which the answers are unknown to the questioner.

INTEGRATED CURRICULUM

Integrated curriculum: Tasks that utilize students' abilities to apply concepts, principles, and processes from two or more subject areas to a central question, theme, issue, or problem.

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to integrate content into a world languages lesson. Scroll down to video #4.

INTERDISCIPLINARY

Interdisciplinary: A curricular approach that applies knowledge from more than one discipline to examine a problem or topic.

- ◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to observe this concept in practice. Scroll down to videos #5 and #15.

INTERMEDIATE-HIGH

Intermediate-High Level Learner: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

INTERMEDIATE-LOW

Intermediate-Low Level Learner: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

INTERMEDIATE-MID

Intermediate-Mid Level Learner: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

INTERPERSONAL MODE

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

INTERPRETIVE MODE

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

KWL CHART:

KWL Chart: A graphic organizer that assists in managing and organizing information around a specific theme or topic with K representing prior knowledge, W representing what one wants to learn, and L representing what one has learned.

LANGSOURCE

Langsource: A searchable, annotated bibliographic database of language and culture resources. It can be used by both teachers and learners at all levels in a variety of languages including Arabic, Chinese, German, Hausa, Hindi, Japanese, Korean, Quechua, Spanish, Tamil, and Yoruba.

LANGUAGE FUNCTION

Language Function: That which can be done with language to meet a communicative purpose. Greeting, leave taking, describing, and persuading are some examples of language functions.

LEARNING STYLES

Learning styles: Individual student cognitive, affective, and physiological behaviors that indicate how the student learns.

LINGUAFOLIO

Linguafolio: A portfolio assessment instrument designed to support language learners in setting and achieving their goals for learning languages.

LOAN WORDS

Loan words: Words taken from another language.

MERLOT

Merlot: An online education resource for teaching and learning languages where educators are encouraged to contribute and share lessons.

MODELING

Modeling: The act of providing an example of what to do and how to do it; modeling helps to ensure that practice will take place as planned.

MULTIMEDIA-RICH PRESENTATION

Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

MULTIPLE ENTRY POINTS

Multiple entry points: The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language.

MULTIPLE INTELLIGENCES

Multiple intelligences: A theory that individuals can learn in multiple ways and may demonstrate strength in one or more learning modalities.

NATIONAL FOREIGN LANGUAGE RESOURCE CENTERS

National Foreign Language Resource Centers: Resource centers that promote the learning and teaching of foreign languages in the United States by creating language-learning materials, offering professional development, and conducting research on foreign language learning. Some centers focus on specific areas while others focus on foreign languages in general.

NEW JERSEY WORLD LANGUAGES CURRICULUM FRAMEWORK

New Jersey World Languages Curriculum Framework:

- ◆ Click [K-4 Learning Scenarios](#) for Novice-Mid level learners.
- ◆ Click [5-8 Learning Scenarios](#) for Novice-High level learners.
- ◆ Click [9-12 Learning Scenarios](#) for Novice-High/Pre-Advanced (Intermediate-High) level learners.

NOVICE LANGUAGE LEARNERS

Novice language learners: All beginner language learners regardless of what age or grade level they start the study of a world language.

NOVICE WRITING TASKS

Novice Writing Tasks: A form or document in which students supply simple requested information is an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

NOVICE-HIGH

Novice-High Level Learner: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

NOVICE-MID

Novice-Mid Level Learner: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

ONLINE GLOSSARY

Online Glossary: A resource that contains additional terms related to world languages.

PACE MODEL

PACE Model: A model for teaching grammar in context that consists of presentation of meaningful language, attention to form, co-

construction of an explanation, and an extension activity with real-world application.

PERFORMANCE LEVEL DESCRIPTORS

Performance Level Descriptors: Narrative descriptions of student performance representative of each performance level (e.g., Novice Mid, Novice High, and Intermediate Low). They provide a picture of "how well" students are able to use language. They assist educators, parents, and students in tracking progress and may be used to inform future instruction.

PHYSICAL RESPONSE

Physical Response: TPR (Total Physical Response) is an example of an instructional strategy that uses physical response.

- Click [TPR](#) and [New Jersey Frameworks](#) for additional information.

POPULATION REFERENCE BUREAU

Population Reference Bureau: A website that offers resources related to global issues. Because the site provides links to graphics, these resources make complex topics accessible to language learners of all proficiency levels.

PORTFOLIOS

Portfolios: A purposeful, varied collection of evidence pertaining to student learning over time. They contain documentation of a range of student knowledge and skills

Pre-Instructional Strategies: Teaching strategies that assist in language instruction. Some examples include: choosing authentic material appropriate for the theme and context as well as the proficiency and cognitive level of the students; planning engaging tasks that allow students to practice language in situations they might encounter in the real world; and tapping into students' interests and prior knowledge.

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PRESENTATIONAL MODE

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

PROFICIENCY

Proficiency: The level of communicative competence. It refers to what an individual is able to do with language in all skill areas.

ROLE-PLAYING

Role-playing: An activity in which students dramatize characters, solve a problem, or work through a situation.

RUBRIC

Rubric: A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics have a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale.

SCAFFOLDING

Scaffolding: A strategy used to provide support to another speaker or writer that facilitates successful communication.

SECOND LANGUAGE ACQUISITION

Second language acquisition: The process of internalizing the second language as opposed to simply memorizing the vocabulary and structures of the language; a process similar to the way children develop ability in their native language.

SIGNALING

Signaling: A visible means of showing understanding. Two examples are thumbs up/thumbs down and indicating by the number of fingers shown how well one understands a concept. Three fingers may indicate complete understanding while one finger may indicate little understanding.

STORY FORM

Story form: A strategy that engages students in meaningful, culturally authentic rich language. Use of story forms in the world language classroom assists students in making sense of language while tapping into their imagination.

STUDENT WORK

Student work: Click [CAPS Student Work](#) to access student work from Thematically Organized Assessments.

SUMMATIVE ASSESSMENT

Summative assessment: The process of evaluating and assigning a grade to student learning at the end of a unit of study. It is often referred to as assessment *of* learning. Click [New Jersey World Languages Framework](#) for additional information.

TALK ALOUD

Talk aloud: A strategy that involves reporting how a task is approached and completed.

TARGET CULTURE

Target culture: The culture (e.g. history, literature, art, foods, politics, media, and social viewpoints) of the people who speak the target language.

◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view how the teaching of culture is integrated into a language lesson. Scroll down to videos #5 and #12.

TARGET LANGUAGE

Target language: The language being learned.

THEMATIC UNIT

Thematic Unit: A lesson of study that integrates several content areas while examining a broad topic of study centered around a particular theme.

TPS

TPS: Think-Pair-Share, a strategy that allows wait and think time and provides the teacher and the learner with immediate feedback.

TWENTY-FIRST CENTURY TECHNOLOGIES

Twenty-first Century Technologies: Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

TWPS

TWPS: Think-Write-Pair-Share, a variation of Think-Pair-Share strategy that involves the written word.

VIRTUAL SHARING

- ◆ **Virtual Sharing** requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

WEBBING

Webbing: A strategy for developing and organizing ideas; the major topic is usually centered, with lines drawn to details, subtopics, etc.

- ◆ Click [New Jersey World Languages Framework](#) for additional information.

WHITEBOARDS

Whiteboards: Individual boards that students use to write responses allowing the teacher to quickly assess understanding and provide students with immediate feedback.

WIKI

Wiki: A collection of web pages dedicated to a specific topic that allows those with access to contribute and modify content.

- ◆ Click to view [a technology wiki](#) created as a result of participation in the World Languages Technology Institute.
- ◆ Click to access a [Web 2.0 wiki](#).
- ◆ Click to access the [Flat Classroom Project](#) wiki.

WORD REFERENCE

Word Reference: A free online translator available in many languages that also contains a discussion forum.

WORDCHAMP

Wordchamp : A website that contains rollover definitions in more than 10 languages.

WORLD LANGUAGES FRAMEWORK LEARNING SCENARIOS PROJECT

World Languages Framework Learning Scenarios Project:

- ◆ Click [Animal Migration Unit](#) for Novice-Mid level learners.
- ◆ Click [The Monarch Unit](#) for Novice-High level learners.
- ◆ Click [Urban Parks Unit](#) for Novice-High level learners.

- ◆ Click [The Migration Unit](#) for Intermediate Low/Pre-Advanced (Intermediate-High) level learners.

WYOMING 6-8 SPANISH

[**Wyoming 6-8 Spanish**](#): An online curriculum project for middle school Spanish that contains resources for Novice-Mid to Novice-High students.