LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

World Language Curriculum

Kindergarten - Sixth Grade
Updated and aligned to 2020 NJSLS
Revised August 2022

CONTENTS

INTRODUCTION

World Languages in New Jersey
As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.
(from the https://www.nj.gov/education/standards/worldlang/Index.shtml)

Intent and Spirit
The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. World Languages (NJSLS-WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets.

Mission: *World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.*

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

The Roseland School District World Language Curriculum encompasses the expectations under the New Jersey Student Learning Standards including those pertaining to culture and language acquisition.

Our primary goal of the curriculum is to assure students exiting the Roseland School District have common experiences with world language, are engaged and motivated in learning about culture and language, and are prepared for further work.

Structures of the NJSLS for World Language
(from the https://www.nj.gov/education/standards/worldlang/Index.shtml)

Unlike other content areas, the NJSLS for World Language are benchmarked by proficiency levels as well as Modes of Communication. Each proficiency level features the modes of communication, which represent the three core standards of World Languages. These Modes of Communication are:

**Interpretive Mode of Communication**:
students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

Interpersonal Mode of Communication:
students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication: students present, orally and/or in writing, 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 include a presentation to a group, posting an online video or web page, creating and posting a podcast or videocast, and writing an article for a newspaper.

The NJSLS for World Language **proficiency levels** are sequentially organized as a continuum toward higher levels of proficiency. Each proficiency level benchmark includes grade bands: K-2, 3-5, and 6-8. The Roseland School District World Language program in grades K – 6 focuses on the earliest levels of familiarity with and exposure to language and culture. The curriculum is both
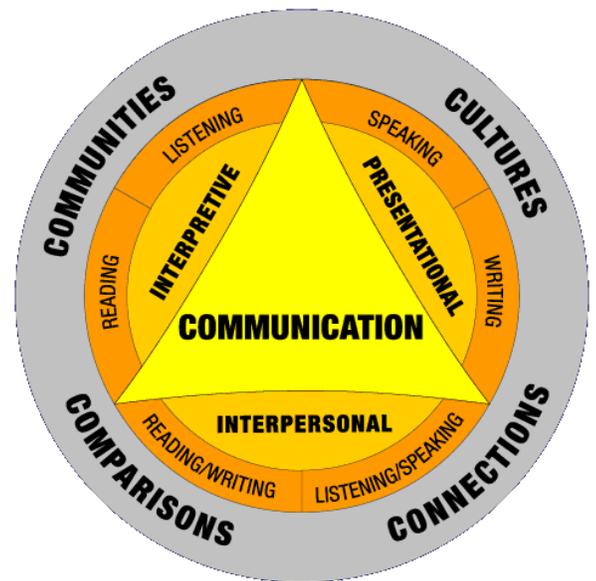
linguistic and cultural, and includes personal and social topics and concepts, as well as, ideas from other content areas.

Occurring through specific World Language instruction, all students are afforded the opportunity to explore a language at the novice/intermediate levels prior to entering grade 7. Each proficiency level is subdivided into low, mid, and high levels as well. The proficiency level expectations for grades K-6 range from Novice Low to Intermediate Mid.

- **Novice Low:** Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- **Novice Mid:** Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- **Novice High:** 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.
- **Intermediate Low:** 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 (some students by the end of grade 6).
- **Intermediate Mid:** 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 (some students by the end of grade 6).

THE ROLE OF GRAMMAR

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

SCOPE and SEQUENCE

The Roseland World Language Curriculum (2020) is designed to build the foundation for our students. To ensure all students have a strong foundation, the scope and sequence will be revised every year, ultimately resulting in higher levels of mastery in the upper grades.

Our youngest students in Kindergarten will have age appropriate, pre-exposure to First Grade learning standards and content.

2022-23

	September	October	November	December	January	February	March	April	May	June
First	Numbers 1-15	Day of the Dead (Calaveras)	Colors	Animals	Noun-Subj. Sequencing	Noun-Subj. Sequencing	Book Creation	Book Creation	Book Creation	Shapes
Second	Numbers 1-20	Colors	Days	Nature	Fruit Masc./Fem.	Food	Life Cycle	Vowels	Cinco de Mayo (Flag)	Book Creation
Third	Basic Phrases	Colors	Numbers 1-31	Days	Months	Carnaval	Date	Weather	Clothing Masc./Fem.	Seasons
Fourth	Basic Phrases	Numbers 1-100	Weather	Clothing Masc./Fem.	Sports & Activities	Gustar	School Objects & Masc.,/Fem.	School Lunch & Gustar	Cinco de Mayo (food)	ABCs
Fifth	Numbers 1-1000	Community Places	Day of the Dead (Ofrendas)	House & Furniture	Family: Who & Where Phrases	School People & Places	School Objects & Masc./Fem.	Super-market & Food Groups	Hospital: Body Parts	Restaurant Name & Dictionary Skills
Sixth	Spanish Speaking Countries & Flags (Colors)	Hispanic Heritage	Numbers 1000+	Questions	Physical Char. & Passports	Climates / Weather	Clothing: Masc./Fem., colors, & Noun-Subj Seq.	Transporta-tion	Latino Foods & Gustar	Latino Landmarks & Basic Verbs
	Pumpkin Unit	Brown Bear	Caterpillar	Seasons	School Life	Community	Latino Countries	Independent	Calendar	Cultural

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GRADE LEVEL CALENDARS (2022-23)

GRADE 1

Unit + Sub Unit	Key Standards	Month(s) of implementation
Pumpkin: Numbers 1-15	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5; PRSNT.1,3,4	September - October
Day of the Dead: Calaveras	7.1.NL.IPRET.1,3,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	October - November
Brown Bear: Colors	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	November - December
Brown Bear: Animals	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3,4	January
Brown Bear: Noun-Adjective Sequencing	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	February-March
Brown Bear: Book Creation	7.1.NL.IPRET.1,2,3,4; IPERS.2,3,4,5; PRSNT.1,2,3,4	March - May

GRADE 2

Unit + Sub Units	Key Standards	Month(s) of implementation
Hungry Caterpillar: Numbers 1-20	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	September
Hungry Caterpillar: Colors	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	October
Hungry Caterpillar: Days	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	November
Hungry Caterpillar: Nature	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5; PRSNT.1,3	December
Hungry Caterpillar: Fruit	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	January
Hungry Caterpillar: Masculine/Feminine Articles	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	January
Hungry Caterpillar: Food	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4	February
Hungry Caterpillar: Life Cycle of the butterfly	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5; PRSNT.1,3	March
Hungry Caterpillar: Vowels and Consonant Spanish pronunciation	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	April
Cinco de Mayo	7.1.NL.IPRET.1,3; IPERS.4,5,6; PRSNT.4	May
Hungry Caterpillar: Book Creation & Presentation	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	June

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GRADE 3

Unit + Sub Units	Key Standards	Month(s) of implementation
Colors	7.1.NM.IPRET.1,2,4,5; IPERS.1,3,4,5; PRSNT.1,2,3,4	September
Calendar: Numbers 1-31	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,3,4	October
Calendar: Days & Yesterday, Today, & Tomorrow	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5,6; PRSNT.1,3,4,5	November
Calendar: Months	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,3,4,5,6; PRSNT.1,3,4,5	December
Calendar: the Date	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5; PRSNT.1,2,4,6	January
Carnaval	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4	February
Seasons: Weather	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	March- April
Seasons: Clothing & Masculine/Feminine Articles	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	April - May
Seasons: Verb Gustar	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,3,4,5,6; PRSNT.1,2,4,5	June

GRADE 4

Unit + Sub Units	Key Standards	Month(s) of implementation
Basic Phrases	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4	September
Numbers 1-100	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,3,4,5	October
Seasons: Weather	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	November
Seasons: Clothing & Masculine/Feminine Articles	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	December
Seasons: Sports & Activities	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5,6; PRSNT.1,4,5,6	January
School Life: Classroom Objects, Masculine/Feminine Articles, & Verb *Tener*	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,2,4,6	February - March
School Life: School Lunch, Noun-Adjective Sequencing & Verb *Gustar*	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4,5,6	April
Cinco de Mayo: Traditional Foods	7.1.NM.IPRET.1,2,5; IPERS.4,5; PRSNT.1,4,5,6	May
School Life: Alphabet	7.1.NM.IPRET.1,3,4,5; IPERS.1,2,4,5; PRSNT.1,3,4,5,6	June

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GRADE 5

Unit + Sub Units	Key Standards	Month(s) of implementation
Basic Phrases	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4	September
Community: Places and the verb *Tiene*	7.1.NM.IPRET.1,3,4,5; IPERS.1,3,4,5; PRSNT.1,2,4,5	October
Day of the Dead: Ofrendas	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,4,5,6	November
Community: School People & Places	7.1.NM.IPRET.1,2,3,5; IPERS.1,4,5; PRSNT.1,3,4,5	December
Community: School Who & Where Phrases	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5,6; PRSNT.1,2,4,5	January
Community: Classroom Objects, Masculine/Feminine Articles, & Verb *Tener*	7.1.NM.IPRET.1,2,3; IPERS.1,2,4,5,6; PRSNT.1,2,3,4,5	February
Community: Parts of the House	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,2,4,6	March
Community: Family	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5,6; PRSNT.1,2,3,4,5,6	April
Community: Supermarket	7.1.NM.IPRET.1,2,3,4; IPERS.1,3,4,5; PRSNT.1,2,4,6	May
Community: Restaurant	7.1.NM.IPRET.1,2,5; IPERS.1,2,4,5; PRSNT.1,2,4,5,6	June

GRADE 6

Unit + Sub Units	Key Standards	Month(s) of implementation
Latino Culture: Spanish Speaking Countries & Flags	7.1.NH.IPRET.1,3,4,5,6,7; IPERS.1,2,4,5,6; PRSNT.1,2,3,5.6	September
Hispanic Heritage	7.1.NH.IPRET.1,2,3,7,8; IPERS.1,2,3,4,6; PRSNT.1,2,3,5,6	October
Numbers 1-1000	7.1.NH.IPRET.1,2,3,4,5,6; IPERS.1,2,3,4; PRSNT.1,2,3,6	November
Questions	7.1.NH.IPRET.1,2,3,4,5,6,7; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4,5,6	December
Latino Culture: Physical Characteristics, Verbs *Tener & Ser*, & Passports	7.1.NH.IPRET.1,2,3,4,5,6,7; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,5,6	January
Latino Culture: Climates & Weather	7.1.NH.IPRET.1,2,3,4,5,7; IPERS.1,2,4,6; PRSNT.1,2,3,5,6	February
Latino Culture: Clothing (Masculine/Feminine articles, colors, & Noun-Adjective Sequencing)	7.1.NH.IPRET.1,2,3,4,5,6,7,8; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,5,6	March
Latino Culture: Transportation	7.1.NH.IPRET.1,2,3,5,7,8; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,5,6	April
Latino Culture: Latino Foods & Verb *Gustar*	7.1.NH.IPRET.1,2,3,4,5,6,7,8; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4,5,6	May
Latino Culture: LatinoLandmarks & basic Verbs	7.1.NH.IPRET.1,2,3,4,5,6,7,8; IPERS.1,2,3,4,6; PRSNT.1,2,3,4,5,6	June

WORLD LANGUAGES BEST PRACTICES

(from http://www.pps.k12.or.us/)

Best Practices in World Language instruction place a high value on performance of the language rather than knowledge about the language. Students are engaged in meaningful, authentic and purposeful language learning tasks which include an integration of listening, speaking, reading, and writing as well as building cultural understanding.

Teachers, as much as possible, emulate authentic language use. They:

- Use the target language extensively and encourage the students to do so.
- Establish an effective climate in which students feel comfortable taking risks.
- Provide opportunities to use the target language to interact with others, to understand others and to make oneself understood.
- Use a variety of print and non-print materials including authentic materials.
- Value students for whom this is their first language.

Teachers understand that language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. They:

- Utilize class time for listening, speaking, reading and writing which is appropriate to course objectives and to the language skills of students.
- Use the textbook as a tool, not as a curriculum
- Use explicit error correction in activities when the focus is on discrete language points and uses indirect correction when communication is the focus.

Teachers understand that language proficiency involves both comprehension and production. comprehension abilities tend to precede and exceed productive abilities.

- Classroom assessments reflect the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Students are explicitly taught second language learning strategies and are encouraged to assess their own progress.
- Culture is systematically incorporated into instruction.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment of the classroom reflects the target language and culture.

Teachers understand that language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. They:

- Use a variety of print and non-print materials including authentic materials.
- Use technology resources to assist in language learning and practice.

Teachers understand that the ability to perform with language is facilitated when students actively engage in meaningful, authentic and purposeful language learning tasks.

- Use activities that simulate real-life situations.

Teachers assess oral proficiency in open-ended tasks as well as achievement of specific skills. They are familiar with oral proficiency interviews and use them to assess students' proficiency.

BEST PRACTICES IN WORLD LANGUAGE CLASSROOMS—INSTRUCTION

Best Practice	Developing	Effective	Highly effective
Teacher provides visually and culturally inviting learning environment.	- Teacher provides no posters reflecting classroom culture. - Teacher's classroom is cluttered, dirty, and not organized for day's activities.	Teacher provides posters and organization that are culturally reflective and rich in vocabulary.	- Teacher displays colorful and culturally appropriate items. - Teacher keeps area neat and organized.
Teacher plans lessons effectively.	Teacher moderately plans and paces lessons and units and tends to be more reactive than proactive in developing lessons in a way that students do not understand long-range learning goals.	Teacher consistently plans and paces lessons.	Teacher effectively plans and bases lessons and units to maximize student learning and ensures that students clearly understand linkages between lessons within units.
Teacher effectively assesses students.	- Teacher inconsistently assesses students. - Teacher uses assessments that are not aligned with curriculum and learning goals. - Teacher uses and/or interprets a limited variety of assessments to evaluate/monitor all students.	Teacher uses and interprets a variety of assessments aligned with curriculum and learning goals to evaluate/monitor all students.	Teacher consistently uses and interprets a wide variety of assessments aligned with curriculum and learning goals to evaluate/monitor all students.
Teacher provides learner-centered learning activities.	Students are exposed to limited kinds of activity with little regard for their diverse needs, aptitudes, and interests.	Teacher brings a variety of activities to students within teacher preference or competencies.	Teacher brings a variety of activities to students beyond teacher preference and or competencies.

Teacher delivers differentiated, interactive instruction.	● Teacher differentiates instruction somewhat and is beginning to respond to students at different levels.	● Teacher regularly differentiates instruction to meet students' diverse needs.	● Teacher proactively plans differentiation of instruction to recognize, respond to, and challenge students at their instructional learning levels.
Teacher incorporates interdisciplinary and multicultural practices.	● Teacher sometimes integrates knowledge and skills from other disciplines, expands horizons, maintains student interest, and promotes logical and creative thinking. ● Culture is systematically incorporated into instruction, enabling students to develop positive attitudes toward cultural diversity.	● Teacher usually integrates knowledge and skills from other disciplines, expands horizons, maintains student interest, and promotes logical and creative thinking. ● Culture is systematically incorporated into instruction, enabling students to develop positive attitudes toward cultural diversity.	● Teacher consistently integrates knowledge and skills from other disciplines, expands horizons, maintains student interest, and promotes logical and creative thinking. ● Culture is systematically incorporated into instruction, enabling students to develop positive attitudes toward cultural diversity.
Teacher provides reality-based instruction.	● Teacher sometimes incorporates real-life situations, topics, and issues of interest to create a learning-relevant environment for students. ● Teacher sometimes uses a variety of print and non-print materials, including authentic materials. ● Teacher sometimes uses technology to facilitate teaching and learning.	● Teacher usually incorporates real-life situations, topics, and issues of interest to create a learning-relevant environment for students. ● Teacher usually uses a variety of print and non-print materials, including authentic materials. ● Teacher usually uses technology to facilitate teaching and learning.	● Teacher consistently incorporates real-life situations, topics, and issues of interest to create a learning-relevant environment for students. ● Teacher consistently uses a variety of print and non-print materials, including authentic materials. ● Teacher consistently uses technology to facilitate teaching and learning.

BEST PRACTICES IN WORLD LANGUAGE CLASSROOMS—CLASSROOM MANAGEMENT

Best Practice	Developing	Effective	Highly effective
Teacher greets students.	● Teacher overlooks greeting.	● Teacher greets students as a group.	● Teacher uses greetings, smiles, enthusiasm, and sincerity.
Teacher demonstrates interest in students.	● Teacher seldom engages in one-on-one interaction or personalized questions.	● Teacher occasionally interacts one-on-one and asks personalized questions.	● Teacher consistently interacts one-on-one, including eye contact, personalized questioning, and genuine interest.
Teacher demonstrates respect when speaking with students.	● Teacher occasionally uses negative tone in statements to students.	● Teacher demonstrates some respectful tone and expressions while interacting with students, but some opportunities are missed.	● Teacher uses tone of voice and expressions that are consistently courteous and genuine; no opportunity is missed as observed from beginning to end of lesson.
Teacher promotes positive social skills and caring for self and others.	● Teacher excludes or seldom promotes social skills and caring for self and others.	● Teacher stresses social skills and caring for others for "teachable moments."	● Teacher nurtures positive social skills and caring for self and others through intentionally designed activities.
Teacher communicates goals and standards.	● Teacher has written no goals or standards.	● Teacher writes all information so it can be seen. ● Teacher posts clear expectations.	● Teacher states instructional information and objectives for the day clearly and positively and promotes individual student success and responsibility.

Teacher communicates behavior expectations.	• Teacher has not posted behavior expectations. • Teacher fails to address harassing remarks, physically harmful activities, and behavior that is hurtful to others. • Teacher ignores or is unaware of the need to intentionally establish a positive learning environment. Resulting environment is inconsistent in supporting learning and students show lack of self-control and respect for others.	• Teacher posts clearly stated behavior expectations that promote student success and responsibility. • Teacher intentionally establishes a positive learning environment. • Teacher addresses inappropriate behaviors. • Teacher enforces rules consistently from class to class. • Teacher expects respect for self and others. • Teacher disciplines inconsistently at times.	• Teacher posts clearly and positively stated behavior expectations prominently in more than one place and promotes individual student success and responsibility. • Teacher practices fair and consistent discipline practices and encourages students to be responsible for their own behavior. • Teacher makes students feel physically and emotionally safe and supported by teacher and classmates. • Teacher uses verbal and nonverbal behaviors to promote a positive environment of respect and high expectations for students.
Teacher implements behavior management plan.	• Teacher gives inconsistent consequences. • Posted expectations are not visible to students. • Teacher does not make parent follow-up a high priority, positive or negative. • Teacher keeps incomplete student documentation, with few specific details of behavior.	• Teacher collaborates with colleagues in world languages on best strategies. • Teacher communicates with guardian by phone or email. • Teacher practices gender equity in daily lesson planning.	• Teacher sends class expectations home for parents to sign and return. • Teacher talks directly to parents in a timely manner as incidents occur. • Teacher is versed on school discipline policy and implements steps correctly. • Teacher collaborates with support personnel as needed.

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*
(from the http://www.state.nj.us/education/cccs)

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
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
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	Comprehends and produces an expanding amount of vocabulary from previously studied themes Understands and uses a few memorized	Comprehends and produces vocabulary from a limited number of themes not previously studied Understands and uses a limited number of	Comprehends and produces vocabulary on a wider range of everyday themes Understands and uses some idiomatic expressions and culturally	Comprehends and produces vocabulary from an expanding variety of themes Understands and uses idiomatic expressions and culturally authentic expressions	Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude Understands and uses idiomatic

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| of grammatical structure | idiomatic expressions

Uses false cognates (for languages that contain English cognates) | idiomatic expressions

Uses false cognates (for languages that contain English cognates) | authentic expressions

Searches for adequate vocabulary | Uses specialized and precise vocabulary for a limited number of topics | 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 | 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 |

		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 strategy)			

INTERPERSONAL

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

	dealing with non-natives	sympathetic speakers, particularly by those accustomed 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 Repeats Is understood by sympathetic speakers used to dealing with language learners.	Generally, but not always: Uses limited circumlocution Repeats Paraphrases Self-corrects when not understood Is understood by sympathetic speakers used to dealing with non-natives	Minimally: Uses limited circumlocution Uses some cohesive devices Repeats Paraphrases Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	Consistently: Uses circumlocution Uses some cohesive devices Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	Rephrases Conveys message without misrepresentation or confusion Is understood by native speakers unaccustomed 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.

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-Mid-level 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 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

ANNOTATED GLOSSARY WITH RESOURCES

(from the http://www.state.nj.us/education/cccs)

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.

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

Articulation: The smooth transition from one level of proficiency to the next along the continuum of language learning.

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.

[The Center for Applied Linguistics](#): Resources of interest to world language educators, including many related to assessment.

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

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

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

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

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

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: 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: 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 material: 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](#)).

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

ELL: Acronym for <u>E</u>nglish <u>l</u>anguage <u>l</u>earners who are developing their listening, speaking, reading, and writing abilities in English.

[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.

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: 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.

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

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

Graphic organizers: Visual representations of knowledge, concepts, or ideas that promote learning.

◆ Click Eduplace and Teacher Vision for examples of graphic organizers.

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

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.

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

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

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 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: 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).

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."

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.

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

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

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.

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

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

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

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.

[Online Glossary](#): A resource that contains additional terms related to world languages.

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

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.

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 web page, 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.

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

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

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.

◆ Click [CAPS Rubrics](#) to access rubrics used to rate student work from the Thematically Organized Assessments.

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

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

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.

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

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: The language being learned.

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

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: 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.

◆ **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.

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

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

◆ **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.

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

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

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

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

Wyoming 6-8 Spanish: An online curriculum project for middle school Spanish that contains resources for Novice-Mid to Novice-High students.