

## World Languages Curriculum Novice-Mid Learner Range

**Standard: 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.**

**Strand A: Interpretive Mode (understanding and interpretation of spoken or written communication)**

**Novice-Mid Learner Range**

**According to ACTFL (American Council on the Teaching of Foreign Languages), students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes (54 hours per year), should meet the following progress indicators by the end of Grade 2.**

Cumulative Progress Indicator		Date/Notes	Resources (Materials)	Suggested Teaching Strategies/Activities	Assessments
<b>A. 1</b>	Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.		<ul style="list-style-type: none"> <li>*Action songs &amp; games</li> <li>*Posters/charts</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR (total physical response)</li> <li>-Modeling</li> <li>-Student imitating/parroting</li> <li>-Call &amp; response</li> <li>-Simon says</li> <li>-Doing calendar &amp; weather</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project</li> <li>-Teacher made tests &amp; quizzes</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
<b>A. 2</b>	Recognize common gestures, intonation, and other visual or auditory cues of the target culture.		<ul style="list-style-type: none"> <li>*Videos/DVDs</li> <li>*Cassette tapes</li> <li>*Puppets</li> <li>*SALSA program</li> <li>*Cultural web sites</li> <li>*Native speaker visitors</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Teacher made tests &amp; quizzes</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>

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<p><b>A.3</b></p>	<p>Identify familiar people, places, and objects based on oral and/or simple written descriptions.</p>		<ul style="list-style-type: none"> <li>*Word cards on objects around room</li> <li>*Picture &amp; photo cards</li> <li>*Posters/charts</li> <li>*Literature</li> <li>*Bulletin Boards</li> <li>*Realia</li> <li>*Models/toys/props</li> <li>*Worksheets</li> <li>*Games (bingo, etc.)</li> <li>*Computer</li> <li>*SALSA program</li> <li>*Muy Bien program</li> <li>*Trotamundos program</li> <li>*Rosetta Stone computer program*</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Guessing games</li> <li>-Command activities</li> <li>-Magazine hunts</li> <li>-Question/answer</li> <li>-I Spy activities</li> <li>-Mystery box activities</li> <li>-What or who is missing activity</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>-Muy Bien blackline assessment packet</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
<p><b>A.4</b></p>	<p>Comprehend brief oral exchanges on familiar topics. *Grade level appropriate health topics (e.g., wellness, feelings and emotions) *Grade level appropriate science topics (e.g., weather and seasons)</p>		<ul style="list-style-type: none"> <li>*Calendar</li> <li>*Day/season spin chart</li> <li>*Posters/charts</li> <li>*Puppets</li> <li>*SALSA program</li> <li>*Muy Bien program</li> <li>*Trotamundos program</li> <li>*Rosetta Stone computer program</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Adjusting charts to proper specifications</li> <li>-Guessing games</li> <li>-Question/answer</li> <li>-Short skits</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>-Muy Bien blackline assessment packet</li> </ul>

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			<p>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</p> <p>*National Standards for Foreign Language</p> <p>*FL listservs</p> <p>FLTEACH/Nandu</p>		<p>- website: www.globalteachinglearning.com</p>
<b>A.5</b>	<p>Connect the learning of the target language to information studied in other core content areas.</p> <p>*Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label or locate)</p> <p>*Grade level appropriate health topics (e.g., nutrition and food groups)</p>		<p>*Charts/posters (numbers, colors, shapes, foods, etc.)</p> <p>*Flash/picture cards</p> <p>*Photos</p> <p>*Literature</p> <p>*Worksheets</p> <p>*Topical units in the target language</p> <p>*SALSA program</p> <p>* Muy Bien program</p> <p>*Trotamundos program</p> <p>*Rosetta Stone computer program</p> <p>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</p> <p>*National Standards for Foreign Language</p> <p>*FL listservs</p> <p>FLTEACH/Nandu</p>	<p>-TPR</p> <p>-Modeling</p> <p>-Student imitation</p> <p>-Guessing games</p> <p>-Question/answer</p> <p>-Charting, graphing</p>	<p>-Teacher observation</p> <p>-Teacher checklist or rubric</p> <p>-Completed action, product, project</p> <p>-Worksheet grade</p> <p>-Paper/pencil quizzes &amp; tests</p> <p>-Muy Bien blackline assessment packet</p> <p>- website: www.globalteachinglearning.com</p>

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<p><b>A.6</b></p>	<p>Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information. *Recognition of key words *Main idea</p>		<p>*Literature *Big Books *Doña Luna unit *Poems &amp; rhymes *Character props/puppets *Videos/DVDs *Blank chart for webbing or story mapping *Blank Venn diagram chart *NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8 *National Standards for Foreign Language *FL listservs FLTEACH/Nandu</p>	<p>-TPR -Modeling -Student imitation -Discussion -Question/answer -Story mapping/webbing -Draw/label -Student re-enacting story -Student retelling story</p>	<p>-Teacher observation -Teacher checklist or rubric -Completed action, product, project, story map/web -Worksheet grade -Paper/pencil quizzes &amp; tests - website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></p>
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**Standard: 7.1 (Communication)** All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

**Strand B: Interpersonal Mode (direct oral or written communication)**

**Novice-Mid Learner Range**

According to ACTFL (American Council on the Teaching of Foreign Languages), students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes (54 hours per year), should meet the following progress indicators by the end of Grade 2.

Cumulative Progress Indicator		Date/Notes	Resources (Materials)	Suggested Teaching Strategies/Activities	Assessments
<b>B. 1</b>	Give and follow simple oral directions, commands, and requests for participating in age appropriate classroom and cultural activities.		*Pertinent/necessary props to carry out directions or commands *NJ World Languages Curric. Framework Grades K-4 Scenarios, & some 5-8 *National Standards for Foreign Language *FL listservs FLTEACH/Nandu	-TPR -Modeling -Student imitation -Discussion -Question/answer -Simon Says type activities -Student led games -Telephone activities	-Teacher observation -Teacher checklist or rubric -Completed action, product, project - website: www.globalteachinglearning.com
<b>B. 2</b>	Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.		*Puppets *Stuffed animals *Cultural web sites *videos/DVDs *Heritage language speakers *NJ World Languages Curric. Framework Grades K-4 Scenarios, & some 5-8 *National Standards for Foreign Language *FL listservs	-TPR -Modeling -Student imitation -Discussion -Question/answer -Short skits/dialogues	-Teacher observation -Teacher checklist or rubric -Completed action, product, project

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<b>B. 3</b>	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		<ul style="list-style-type: none"> <li>*Puppets</li> <li>*Stuffed animals</li> <li>*Classroom objects, props, etc.</li> <li>*SALSA program</li> <li>* Muy Bien program</li> <li>*Trotamundos program</li> <li>*Rosetta Stone computer program</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Discussion</li> <li>-Question/Answer</li> <li>-Short skits/dialogues</li> <li>-Telephone activities</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product or project</li> <li>- website: www.globalteachinglearning.com</li> </ul>
<b>B. 4</b>	<p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.</p> <ul style="list-style-type: none"> <li>*Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)</li> <li>*Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-</li> </ul>		<ul style="list-style-type: none"> <li>*Literature</li> <li>*Character props/puppets</li> <li>*Blank chart for webbing/mapping</li> <li>*Blank Venn diagram chart</li> <li>*Cultural web sites</li> <li>*Flag outlines</li> <li>*Country information sources (books, videos, etc.)</li> <li>*Topical information from other curricular areas</li> <li>*SALSA program</li> <li>* Muy Bien program</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Discussion</li> <li>-Question/answer</li> <li>-Story mapping/webbing</li> <li>-Draw/label</li> <li>-Short skits/dialogues</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, chart/graph, project</li> <li>- website: www.globalteachinglearning.com</li> </ul>

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	<p>digit numbers; counting and performing simple computations with coins *Grade level appropriate science topics (3.g., plant and animal characteristics)</p>		<p>*Trotamundos program *Rosetta Stone computer program *NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8 *National Standards for Foreign Language *FL listservs FLTEACH/Nandu</p>		
<b>B. 5</b>	<p>Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.</p>		<p>*Literature *Poems &amp; rhymes *Doña Luna unit *Character props/puppets *Blank chart for webbing/mapping *Blank Venn diagram chart *NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8 *National Standards for Foreign Language *FL listservs FLTEACH/Nandu</p>	<p>-TPR -Modeling -Student imitation -Discussion -Question/answer -Story mapping/webbing -Draw/label &amp; explain -Student retelling or re-enacting story/literature</p>	<p>-Teacher observation -Teacher checklist or rubric -Completed action, product, project - website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></p>

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**Strand C: Presentational Mode (spoken or written communication for an audience)**

### Novice-Mid Learner Range

According to ACTFL (American Council on the Teaching of Foreign Languages), students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes (54 hours per year), should meet the following progress indicators by the end of Grade 2.

<b>C.1</b>	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		<ul style="list-style-type: none"> <li>*Literature</li> <li>*Poems &amp; rhymes</li> <li>*Songs</li> <li>*Short skits</li> <li>*Puppets</li> <li>*Props applicable to performance</li> <li>*SALSA program</li> <li>* Muy Bien program</li> <li>*Trotamundos program</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Choral readings</li> <li>-Singing together</li> <li>-Short skits/dialogues</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
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## World Languages Curriculum Novice-Mid Learner Range

<p><b>C.2</b></p>	<p>Copy/write words, phrases, or simple guided texts on familiar topics. *Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects) *Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)</p>		<ul style="list-style-type: none"> <li>*Word cards</li> <li>*Picture/photo cards</li> <li>*Charts/posters</li> <li>*Thematic units</li> <li>*Blank formats - webs, Venn diagrams, story maps, outlines, and etc.</li> <li>*SALSA program</li> <li>*Muy Bien program</li> <li>*Trotamundos program</li> <li>*Rosetta Stone program</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Question/answer</li> <li>-Story mapping/webbing</li> <li>-Draw/label</li> <li>-Worksheets</li> <li>-Mobiles</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project, diagram, story map/web, etc.</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>-Muy Bien blackline assessment packet</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
<p><b>C.3</b></p>	<p>Present orally or in writing information from age-appropriate, culturally authentic selections. *Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)</p>		<ul style="list-style-type: none"> <li>*Literature</li> <li>*Poems, rhymes, songs</li> <li>*Blank charts/worksheets to organize or share information</li> <li>*Index cards</li> <li>*Sentence strips</li> <li>*Posters/charts</li> <li>*Puppets</li> <li>*NJ &amp; National standards &amp; listservs</li> </ul>	<ul style="list-style-type: none"> <li>-TPR (total physical response)</li> <li>-Modeling</li> <li>-Student imitation/parroting</li> <li>-Discussion</li> <li>-Question/answer</li> <li>-Skit/dialogue/presentation</li> <li>-Written summary</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project</li> <li>-Worksheet grade</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>

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<p><b>C.4</b></p>	<p>Name and label tangible products and imitate practices from the target culture.          *Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)          *Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)</p>		<ul style="list-style-type: none"> <li>*Videos/DVDs</li> <li>*Cassette tapes</li> <li>*Music</li> <li>*Literature</li> <li>*Reference materials (books, units of study internet, magazine articles, etc.)</li> <li>*Recipes (written)</li> <li>*Recipes (actual foods)</li> <li>*Photos/pictures</li> <li>*Bulletin boards</li> <li>*Charts/posters</li> <li>*Realia</li> <li>*Calendars</li> <li>*Index cards</li> <li>*Computer</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR (total physical response)</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Magazine hunts</li> <li>-Dance</li> <li>-Singing</li> <li>-Labeling</li> <li>-Comparisons</li> <li>-Question/answer</li> <li>-Skits/dialogues</li> <li>-Games</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project, dance, meal, game, etc.</li> <li>- website: www.globalteachinglearning.com</li> </ul>
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## World Languages Curriculum Novice-Mid Learner Range

**Standard: 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Strand A: Interpretive Mode (understanding and interpretation of spoken or written communication)**

**Novice-Mid Learner Range**

**According to ACTFL (American Council on the Teaching of Foreign Languages), students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes (54 hours per year), should meet the following progress indicators by the end of Grade 2.**

Cumulative Progress Indicator		Date/Notes	Resources (Materials)	Suggested Teaching Strategies/Activities	Assessments
<b>A. 1</b>	Identify daily practices of people in the target culture(s).		*Videos/DVDs *Cassette tapes/CDs *Television programs/distance learning *Pictures/photos & posters *Bulletin Board sets *Native speaker guest *Virtual field trips *Internet web sites *Factual readings/information from literature, social studies materials, books, etc. *Blank charts, Venn diagrams or etc. for organizing & categorizing information *SALSA program *Trotamundos program *NJ & National standards & listservs	-Reading & discussion -Viewing & discussion -Question/answer -Completion of charts or worksheets	-Teacher observation -Teacher checklist or rubric -Completed product, project, report, etc. -Worksheet grade -Paper/pencil quizzes & tests - website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a>

## World Languages Curriculum Novice-Mid Learner Range

A. 2	Identify basic geographical features and some common landmarks in countries where the target language is spoken.		<ul style="list-style-type: none"> <li>*Maps</li> <li>*Atlases</li> <li>*Photos &amp; pictures</li> <li>*Posters/charts</li> <li>*Bulletin Boards</li> <li>*Reference materials: social studies books, country books, atlases, internet, encyclopedia</li> <li>*Worksheets</li> <li>*Computer with possible virtual trips</li> <li>*Trotamundos prog.</li> <li>*NJ &amp; National standards &amp; listservs</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation/parroting</li> <li>-Labeling</li> <li>-Reading and discussion</li> <li>-Questions/answer</li> <li>-Completion of charts, maps or worksheets</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed product, project, report, etc.</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
A. 3	Identify aspects of the target culture(s) presented in photographs, children's book, and plays.		<ul style="list-style-type: none"> <li>*Literature</li> <li>*Plays/skits</li> <li>*Videos/DVDs</li> <li>*Cassette tapes/CDs</li> <li>*Pictures/photos</li> <li>*Works of Art</li> <li>*Art products</li> <li>*Native speaker guest</li> <li>*poster/charts</li> <li>*Bulletin Boards</li> <li>*Magazines</li> <li>*Reference materials: social studies books, country books, atlases, internet, encyclopedia,</li> <li>*Worksheets</li> <li>*Factual readings &amp; information</li> <li>*Blank charts, Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation/parroting</li> <li>-Labeling</li> <li>-Reading &amp; discussion</li> <li>-Viewing &amp; discussion</li> <li>-Question/answer</li> <li>-Completion of charts or worksheets</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed product, project, report, etc.</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>

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<p><b>A. 4</b></p>	<p>Identify distinctive cultural products of the target culture(s).</p>		<ul style="list-style-type: none"> <li>*Videos/DVDs</li> <li>*Cassette tapes/CDs</li> <li>*Pictures/photos</li> <li>*Native speaker guest</li> <li>*Arts products</li> <li>*Posters/charts</li> <li>*Bulletin Boards</li> <li>*Reference materials: social studies books, country books, atlases, internet</li> <li>*Worksheets</li> <li>*Factual readings/information form literature, social studies materials, books, internet, etc.</li> <li>*Blank charts, Venn diagrams or etc. for organizing &amp; categorizing information</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation/parroting</li> <li>-Labeling</li> <li>-Reading &amp; discussion</li> <li>-Viewing &amp; discussion</li> <li>-Question/answer</li> <li>-Completion of charts or worksheets</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed product, project, report, etc.</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
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## World Languages Curriculum Novice-Mid Learner Range

**Standard: 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Strand B: Interpersonal Mode (direct spoken and written communication)**

**Novice-Mid Learner Range**

**According to ACTFL (American Council on the Teaching of Foreign Languages), students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes (54 hours per year), should meet the following progress indicators by the end of Grade 2.**

Cumulative Progress Indicator		Date/Notes	Resources (Materials)	Suggested Teaching Strategies/Activities	Assessments
<b>B. 1</b>	Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.		<ul style="list-style-type: none"> <li>*Videos/DVDs</li> <li>*Cassette tapes, CDs</li> <li>*Puppets</li> <li>*Native language guests</li> <li>*Standards &amp; listservs</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Question/answer</li> <li>-Short skits/dialogues</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project,</li> </ul>
<b>B. 2</b>	Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.		<ul style="list-style-type: none"> <li>*Literature</li> <li>*Poetry/rhymes</li> <li>*Songs</li> <li>*Magazines</li> <li>*Newspapers</li> <li>*On-line TL sites</li> <li>*Blank Charts/posters</li> <li>*Story maps</li> <li>*Graphic organizers</li> <li>*Worksheets</li> <li>*Props/puppets, etc.</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation/parroting</li> <li>-Choral recitation</li> <li>-Choral responses</li> <li>-Labeling</li> <li>-Reading &amp; discussion</li> <li>-Listening &amp; discussion</li> <li>-Skits for retelling</li> <li>-Story maps</li> <li>-Making diagram/outline</li> <li>-Question/answer</li> <li>-Create simple songs, poems, paragraphs</li> <li>-Guessing &amp; other games</li> <li>-Completion of charts, worksheets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project, report, worksheet, etc.</li> <li>-Worksheet grade</li> <li>-Paper/pencil quizzes &amp; tests</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>

## World Languages Curriculum Novice-Mid Learner Range

**Standard: 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.**

**Strand C: Presentational Mode (spoken and written communication for an audience)**

**Novice-Mid Learner Range**

**According to ACTFL (American Council on the Teaching of Foreign Languages), students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes (54 hours per year), should meet the following progress indicators by the end of Grade 2.**

Cumulative Progress Indicator		Date/Notes	Resources (Materials)	Suggested Teaching Strategies/Activities	Assessments
C. 1	Reproduce a variety of tangible products typical of the target culture(s).		*Reference materials: encyclopedia, computer, books, magazines, photos, newspapers, videos, cassettes, recipes, etc. *Native speaker guest with items to share/show *Realia from target country *Samples of artesanía & foods *Bulletin Boards *Charts/posters *Calendars -Index cards -Step by step instructions *NJ World Languages Curric. Framework Grades K-4 Scenarios, & some 5-8 *National Standards for Foreign Language *FL listservs	-TPR -Modeling -Student imitation -Magazine hunts -Food preparation -Art projects -Labeling -Comparisons -Question/answer -Skits/dialogues -Games	-Teacher observation -Teacher checklist or rubric -Completed action, product, project, meal, piece of art, report, etc. -Worksheet grade -Paper/pencil quizzes & tests

**World Languages Curriculum  
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<p><b>C. 2</b></p>	<p>Identify and reproduce expressive products typical of the target culture(s).</p>		<ul style="list-style-type: none"> <li>*Videos/DVDs</li> <li>*Cassette tapes/CDs</li> <li>*Music</li> <li>*Literature</li> <li>*Poems/rhymes</li> <li>*Reference materials (books, units of study, internet, computer, magazine articles, encyclopedias, etc.)</li> <li>*Virtual field trips/distance learning</li> <li>*Dance</li> <li>*Assemblies</li> <li>*Photos/pictures</li> <li>*Bulletin Boards</li> <li>*Charts/posters</li> <li>*Musical instruments</li> <li>*Outlines for poems or paragraph/story creation</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Dancing</li> <li>-Singing</li> <li>-Writing poetry</li> <li>-Expressive artwork</li> <li>-Labeling</li> <li>-Comparisons</li> <li>-Question/answer</li> <li>-Skits/dialogues</li> <li>-Games</li> <li>-Choral reading &amp; response</li> <li>-Recitation</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project, dance, game, poem, song, piece of art, report, etc.</li> <li>-Worksheet grade quizzes &amp; tests</li> </ul>
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**World Languages Curriculum  
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<p><b>C. 3</b></p>	<p>Participate in age-appropriate activities related to special events celebrated in the target culture(s).</p>		<ul style="list-style-type: none"> <li>*Videos/DVDs</li> <li>*Cassette tapes/CDs</li> <li>*Puppets</li> <li>*Music</li> <li>*Literature</li> <li>*Native language guests</li> <li>*Reference materials (books, units of study, internet, magazine articles, advertisements, etc.)</li> <li>*Recipes (written)</li> <li>*Recipes (actual foods)</li> <li>*Photos/pictures</li> <li>*Bulletin Boards</li> <li>*Charts/posters</li> <li>*Realia</li> <li>*Musical instruments</li> <li>*Venn diagrams, blank charts to organize information</li> <li>*NJ World Languages Curric. Framework Grades K-4 Scenarios, &amp; some 5-8</li> <li>*National Standards for Foreign Language</li> <li>*FL listservs</li> <li>FLTEACH/Nandu</li> </ul>	<ul style="list-style-type: none"> <li>-TPR</li> <li>-Modeling</li> <li>-Student imitation</li> <li>-Magazine hunts</li> <li>-Dance</li> <li>-Singing</li> <li>-Labeling</li> <li>-Recreating a craft, food, dance, song, game, etc.</li> <li>-Comparisons</li> <li>-Question/answer</li> <li>-Short skits/dialogues</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation</li> <li>-Teacher checklist or rubric</li> <li>-Completed action, product, project, dance, meal, game, etc.</li> <li>- website: <a href="http://www.globalteachinglearning.com">www.globalteachinglearning.com</a></li> </ul>
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