

Parsippany-Troy Hills School District

**WLA143 – Spanish 1 Grades 8-12**  
**A World Language Course Outline**

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## MISSION STATEMENT

In an increasingly interdependent world, teachers, school administrators and curriculum supervisors must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English, as well as to understand other customs, traditions and points of view are important components of a global perspective. Fostering that ability is the special responsibility of World Languages teachers. Communication skills in a language other than English provide an understanding of the culture and peoples of the world. The World Languages Program of Parsippany-Troy Hills believes that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. The main goals of today's World Language classroom, therefore, are first the acquisition of the ability to communicate in everyday situations and the workplace and second, an awareness of the many cultures of the Spanish-speaking world.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of our goals for elementary and secondary education by:

- fostering a sense of humanity and friendship
- increasing a student's adaptability to different environments and modes of acting and thinking
- developing an understanding of thinking patterns, cultures and social institutions of other peoples
- giving insights into the human mind and language itself
- preparing students for a world in which nations and peoples are increasingly interdependent
- developing skills and habits that are inherent in the learning process and that result in creative inquiry, critical thinking and self- reflection
- helping students to be empathetic by increasing their sensitivity to and understanding of the language, values, customs and traditions of others
- enabling them to discover and examine their own personal values
- being an additional asset to professional advancement

This course was developed as a result of the State of New Jersey initiative to implement Core Curriculum Content Standards for World Languages.

## **RATIONALE**

The World Languages Program of Parsippany-Troy Hills is a sequential grade 6-12 program that is based upon specific proficiencies that were developed as a result of a national movement that, in turn, became the basis for the proficiencies and standards agreed upon by the State of New Jersey. It is to be noted, however, that these proficiencies should not be thought of as the acquisition of specific points of grammar or vocabulary, but as tasks that the student can accomplish in the language studied. They, in turn, become the foundation upon which we base our scope and sequence of instruction. The proficiencies are developed through the study of specific topics. The same topic can usually be explored at virtually any level of proficiency in a spiraling fashion. For example, the topic of “the family” can be discussed differently at various levels of proficiencies. Novice-Mid students might be able to enumerate the members of their families, but say very little else about them. In the next plateau, the Novice-High speaker, the student might give a brief description of family members or mention some of their activities or interests, whereas speakers at an Intermediate level can talk about their family members in detail, recount events that the family shared together, or talk about future plans. At an even more advanced level, more abstract topics such as societal forces that threaten family life, the issues surrounding family planning, or the role of the family in the target language might be discussed. Thus, the depth and breadth of the discussion and the precision and sophistication with which it is handled will differ from one level of proficiency to the next. We are indebted to The American Council of the Teaching of Foreign Languages (ACTFL) and to the State of New Jersey’s Core Curriculum Content Standards for providing us with their constantly updated criteria upon which to base our expectations.

In addition, the district has drawn up its own sets of proficiencies, specific to certain courses, for the four overlapping linguistic skills of speaking, listening, reading and writing, and for those skills inherent in second language training that increase efficiency in the workplace. Finally, there is a set of proficiencies designed as measures of technological literacy.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## GENERAL GOALS

### Parsippany-Troy Hills School District World Languages Curriculum for Level 1 Spanish

This Level 1 course of study is designed for a full-year program. The curriculum is divided into seven instructional themes, each with multiple tasks overlapping in structure and vocabulary, providing practice in all skill areas. The underpinnings of this course are the district’s proficiencies for Speaking, Reading, Listening, Writing and Cultural Awareness, which are course-specific elaborations on the novice-high proficiency level set out in the New Jersey Core Curriculum Content Standards for World Languages:

- 7.1 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.

Consistent with the recommendations of the *World Languages Curriculum Framework*, rather than each step in the language course having a grammatical structure as its focus, there is an emphasis on increasing proficiency in communication on a variety of everyday topics relevant to the student. The aim of the course is to provide sufficient guided practice in the four skills of speaking, listening, reading and writing that the student is able to respond appropriately to the spoken and written word.

Each unit will involve listening, speaking, reading and writing as well as address certain standards for technological literacy and cultural awareness within the context of a practical communication task with specific structural underpinnings of increasing complexity. Students will learn to understand the everyday basics of the language, express their basic needs and assist speakers of Spanish who do not speak English. In addition, students will research basic topics in print media and on the Internet, use bi-lingual dictionaries efficiently, create visual tools in Spanish, maintain a variety of logs and records, and monitor and make oral reports on topics of relevance in the news. A common strategy in the teaching of a language is “Total Physical Response” or “TPR.”

Total Physical Response, as defined by Dr. James Asher, the originator, is based on the premise that the human brain has a biological program for acquiring any natural language on earth – including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

The main goal of the curriculum is that students acquire sufficient confidence in speaking, listening, reading and writing basic Spanish combined with practice in utilizing Spanish in a variety of practical, job-related activities so that they are prepared for the demands of employment in an increasingly bi-lingual workplace. In addition, through personal research and exposure to authentic materials from many different countries, the students will become aware of the great cultural diversity and richness of the Spanish-speaking world.

- I. GETTING STARTED
  - A. Introductions
  - B. Friends and self
  - C. School
  - D. Food
  - E. Pastimes
  
- II. FAMILY AND CELEBRATIONS
  - F. Family members
  - G. Physical characteristics of self and others
  - H. Age
  - I. Possession
  - J. Celebrations
  - K. Restaurant
  
- III. HOME
  - L. Bedroom
  - M. Bedroom Items and Electronic Equipment
  - N. Comparisons
  - O. Rooms in the house
  - P. Chores
  
- IV. SHOPPING
  - A. Clothing
  - B. Shopping/Stores
  - C. Prices
  - D. Plans
  - E. Buying Gifts
  
- V. VACATION
  - A. Modes of transportation
  - B. Activities to do on vacation
  - C. Places to visit
  - D. Past events
  - E. Cultural perspectives on travel and vacations

## ASSESSMENT PROCEDURES

### CLASS PERFORMANCE, PARTICIPATION, & INDEPENDENT ACTIVITIES

40%

- Homework
- Note taking
- Actively listening in class
- Actively participating in group activities and class discussions
- Presenting material orally in class
- Volunteering answers and demonstrating understanding
- Participating in cultural or guided conversations
- Working individually and cooperatively with others to achieve class goals
- Participating in self and/or peer editing
- Written activities
- Listening activities
- Short writing samples
- Grammar exercises
- Journals
- Article and textbook readings
- Open-ended written responses
- Research

### L FORMAL EVALUATION

60%

- Tests
- Quizzes
- Projects
- Writing Assignments/Speaking Responses/Listening Comprehension Responses
- Formal individual presentations
- Formal group presentations

<b>Final Grade – Full Year Course</b>	
<p><b>Full Year Course</b></p> <ul style="list-style-type: none"> <li>● Each marking period shall count as 20% of the final grade (80% total).</li> </ul>	<p>The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade.</p>



## UNITS OF STUDY

UNIT	TOPIC	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS
1	GETTING STARTED	<p>How do I express my likes and dislikes?</p> <p>How do I describe myself and others?</p> <p>How do I describe my school life and schedule?</p> <p>How you do talk about food in Spanish?</p> <p>Suggested timeframe: 4-6 weeks</p>	<p>Grasping how classrooms and the learning process are similar and/or different in other cultures.</p> <p>Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.C.3 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.C.1 7.1.NH.C.4</p>
2	FAMILY AND CELEBRATIONS	<p>How are people and things described differently in the Spanish language?</p> <p>What are some birthday traditions and celebrations in Spanish-speaking countries?</p> <p>How do I order and describe food in Spanish?</p> <p>Suggested timeframe: 4-6 weeks</p>	<p>Understanding that food plays an important role in cultural identity.</p> <p>Understanding the importance individual festivities play in the development of cultural identity.</p> <p>Realizing that foreign language learning extends beyond the classroom to real life situations..</p>	<p>7.1.NH.A.1 7.1.NH.A.2</p> <p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3</p>
3	HOUSE AND HOME	<p>How do I describe my bedroom and its contents?</p> <p>How do I compare my bedroom to that of someone else?</p> <p>What are the rooms in the house in Spanish?</p> <p>How do I talk about the chores that people do?</p> <p>Suggested Timeframe: 4-6 weeks</p>	<p>Learning the differences and similarities between housing in the United States vs. housing in Spanish-speaking countries to gain a richer understanding of home life.</p> <p>Understanding how a bedroom/house and its contents define the individuality of a person/family.</p>	<p>7.1.NM.C.3,4 7.1.NH.C.2,3</p> <p>7.1.NM.A.1-4 7.1.NH.A.1-4 7.1.NM.B.2,5 7.1.NH.C.1,3 7.1.NH.C.4</p>

**UNITS OF STUDY (cont'd.)**

	<b>TOPIC</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>NJCCCS</b>
4	SHOPPING	<p>How do I describe what someone is wearing in Spanish?</p> <p>How do you refer to, compare, and discuss the cost of items for sale?</p> <p>How do you ask and answer information questions?</p>	<p>Understanding that materials goods are valued differently in different cultures.</p> <p>Realizing the benefits of shopping in a small town store compared to shopping in a large department stores and vice-versa.</p>	<p>7.1.NM.A.1,2,3,5</p> <p>7.1.NH.A.4</p> <p>7.1.NM.B.4,5</p> <p>7.1.NH.B1-3</p> <p>7.1.NH.A.1-4</p>
5	VACATION	<p>How do you express likes, dislikes, and personal preferences when on vacation?</p> <p>How do I describe things to do and places to visit while on vacation?</p> <p>How do I talk about events in the past?</p> <p>How does the Spanish culture determine activities unique to its location and modes of transportation?</p> <p>Suggested timeframe: 4-6 weeks</p>	<p>Realizing that leisure interest and activities may vary by culture.</p> <p>Learning expands understanding of the Spanish culture, the world, its people and oneself.</p> <p>Understanding that people of different cultures do certain activities in their leisure time.</p>	<p>7.1.NM.A.2</p> <p>7.1.NM.A.4</p> <p>7.1.NM.C.5</p> <p>7.1.NH.A.4</p> <p>7.1.NH.A.5</p>

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE**  
**PROFICIENCIES AND GRADING PROCEDURES**

**COURSE #: WLA143**

**TITLE: SPANISH I**

**IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.**

**Students will be able to:**

**GETTING STARTED**

1. talk about what they like and don't like to do
2. describe themselves and other people
3. ask and say who is doing an action
4. talk about the classes they have
5. describe their classroom
6. talk about foods and beverages for breakfast, lunch, and dinner
7. discuss food, health and exercise
8. talk about locations in the community
9. say where they go
10. talk about leisure activities

**FAMILY AND CELEBRATIONS**

11. identify family members
12. express possession of familial relationships
13. state they age and the age of others
14. describe family members according to personality and to physical characteristics
15. talk about celebrations and parties
16. understand cultural perspectives on family and celebrations
17. politely request to have item(s) brought to them
18. order a meal in a restaurant

## HOME

19. identify bedroom items and state the location of items
20. describe their bedroom and make comparisons
21. understand cultural perspectives on homes and housing
22. identify rooms in a house
23. identify and categorize household items in terms of appropriate room
24. name household chores

## SHOPPING

25. identify clothes to state what they and others are wearing
26. request and provide information on items of purchase
27. discuss plans for clothes and shopping
28. ask and say what they and others want/prefer
29. understand cultural perspectives on shopping and gift-giving
30. identify stores and items that can be purchased at these location
31. talk about buying gifts
32. tell what happened in the past

## VACATION

33. identify appropriate modes of transportation to travel near and far distances
34. discuss activities people do while on vacation
35. identify places to visit while on vacation
36. understand cultural perspectives on travel and vacations

**I. GETTING STARTED****Essential Question(s):**

- How do I express my likes and dislikes?
- How do I describe myself and others?
- How do I describe my school life and schedule?
- How you do talk about food in Spanish?

**Enduring****Understanding(s):**

- Grasping how classrooms and the learning process are similar and/or different in other cultures.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience

**Suggested Timeframe: 4-6 week**

<i>Getting Acquainted</i>					
<i>PROFICIENCIES/OBJECTIVES</i>	<i>CCCS</i>	<i>NJCCCS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
1. communicate what they like and don't like to do	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5		<ul style="list-style-type: none"> <li>walk around the room and introduce themselves to three classmates, and talk about what they like to do after school</li> <li>say "me gusta" or "no me gusta hacer" and pantomime the activity correctly</li> </ul>	Teacher observation, questions and answer; student response	¿Qué te gusta hacer? ¿Qué no te gusta hacer?  Agree/Disagree: a mí también, a mí tampoco ni...ni, y
2. describe themselves and others	7.1.NH.C.3 7.1.NH.A.4	8.1.8.A.2	<ul style="list-style-type: none"> <li>create a poster(digital or print) of themselves as seen through the eyes of someone who thinks very highly of them and write descriptive adjectives/sentences around the images</li> </ul>	Teacher observation	Verb: ser  Adjectives Gender agreement
3. ask and tell who is doing an action	7.1.NH.A.2 7.1.NH.A.4		<ul style="list-style-type: none"> <li>tell what they do in their classes</li> </ul>	Teacher observation	Subject pronouns -ar verbs Qué haces en la clase de...?
4. identify the classes they have	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.4		<ul style="list-style-type: none"> <li>use their class schedule to describe the classes they haven and when they have them</li> </ul>	Student verbal responses Monitor paired activity	Verb: tener  ¿En qué hora...?

			<ul style="list-style-type: none"> <li>Student A and B conversation based on provided schedule</li> </ul>		ordinal numbers
5. describe a classroom by telling what items are in it and their location	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3	8.1.8.A.2	<ul style="list-style-type: none"> <li>label items in classroom</li> <li>given a picture prompt tell where items are located</li> </ul>	Exit ticket	¿Qué hay..? Hay ¿Qué es esto? ¿Dónde está? Prepositional phrases/Location words
6. talk about foods and beverages for breakfast, lunch, and dinner	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 7.1.NH.A.6 7.1.NH.B.2 7.1.NH.C.1 7.1.NH.C.4		<ul style="list-style-type: none"> <li>play “I’m going to ShopRite..” and recite what classmates pick out of shopping bag</li> <li>make a list of items eaten for different meals</li> </ul>	Student verbal responses Written responses	Verbs: gustar, encantar  gusta/n encanta/n  -er verbs
7. discuss food, health and exercise	7.1.NH.A.2		<ul style="list-style-type: none"> <li>use the food plate and make recommendations for healthy eating</li> </ul>	Exit ticket	¿Qué comes/tomas/bebes para mantener la salud?
8. talk about locations in the community	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5		<ul style="list-style-type: none"> <li>listen as plans are described and tell where the speaker is going</li> <li>make a list of where you are going the upcoming weekend</li> </ul>	Verbal/written responses Teacher observation	Act 21 page 24
9. say where they go	7.1.NH.A.4 7.1.NH.A.5		<ul style="list-style-type: none"> <li>say with whom and when you go to various places in your community</li> </ul>	Teacher Q&A for accuracy	Verb: ir  ¿Adónde vas?
10. talk about leisure activities	7.1.NH.A.4 7.1.NH.A.5		<ul style="list-style-type: none"> <li>state the activities you do at the various places in the community</li> </ul>	Verbal responses	Verb: jugar  ir+a+infinitive

**II. FAMILY AND FRIENDS****Essential Question(s):**

- How are people and things described differently in the Spanish language?
- What are some birthday traditions and celebrations in Spanish-speaking countries?
- How do I order and describe food in Spanish?

**Enduring Understanding(s):**

- Understanding that food plays an important role in cultural identity.
- Understanding the importance individual festivities play in the development of cultural identity.
- Realizing that foreign language learning extends beyond the classroom to real life situations.

**Suggested Timeframe: 4-6 weeks**

<b>FAMILY AND FRIENDS</b>					
<b>PROFICIENCY/OBJECTIVES</b>	<b>CCCS</b>	<b>NJCCCS Tech Lit</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
11. identify family members	7.1.NH.A.1		<ul style="list-style-type: none"> <li>look at a family tree to identify family members</li> </ul>	Teacher Q&A for accuracy	Family tree ¿Quién es?
12. express possession of familial relationships	7.1.NH.C.1	8.1.8.A.2	<ul style="list-style-type: none"> <li>tell how people are related based on family tree</li> <li>oral presentation</li> </ul>	Rubric used to assess speaking proficiency	Verb: tener Contractions: de/del Possessive adjectives
13. state their age and the age of others	7.1.NH.A.4		<ul style="list-style-type: none"> <li>student A &amp; B communicative activity</li> </ul>	Monitor paired activity for correction pronunciation and grammar  verbal/written responses	Verb: tener
14. describe family members and friends according to personality and physical characteristics	7.1.NH.A.4	8.1.8.A.2	<ul style="list-style-type: none"> <li>ask and answer questions personality and physical characteristics of famous Spanish speakers</li> <li>listening activity 1- point to people being described in picture</li> </ul>	Teacher observation of responses to listening activity	Verb: ser

15. talk about celebrations and parties	7.1.NH.B.1-5		<ul style="list-style-type: none"> <li>plan a party and include decorations</li> </ul>	Use rubric as assessment tool	Verb: Ser Possessive adjectives
16. understand cultural perspectives on family and celebrations	7.1.NH.A.2 7.1.NH.A.4		<ul style="list-style-type: none"> <li>reading miniteca story and identify main idea and answer reading comprehension questions</li> <li>make papel picado</li> </ul>	Teacher Q & A Written responses to comprehension questions	Text page 54-55
17. politely request to have item's brought to you	7.1.NH.A.3 7.1.NH.A.4		<ul style="list-style-type: none"> <li>students set a table and item(s) is/are removed and students state what is missing using: me falta/faltan</li> </ul>	Monitor paired activity for correction pronunciation and grammar	Me trae... Me falta/faltan Utensils
18. order a meal in a restaurant	7.1.NH.A.4 7.1.NH.B.4 7.1.NH.C.3 7.1.NH.C.4		<ul style="list-style-type: none"> <li>group presentation conversation between waiter and customers</li> </ul>	Rubric used to assess group performance	Me gustaría Quisiera Quiero



**III. THE HOME****Essential Question(s):**

- a) How do I describe my bedroom and its contents?
- b) How do I compare my bedroom to that of someone else?
- c) What are the rooms in the house in Spanish?
- d) How do I talk about the chores that people do?

**Enduring Understanding(s):**

- a) Learning the differences and similarities between housing in the United States vs. housing in Spanish-speaking countries to gain a richer understanding of home life.
- b) Understanding how a bedroom/house and its contents define the individuality of a person/family.

**Suggested Timeframe: 4-6 weeks**

<i>The Home</i>					
<i>CONTENT OUTLINE</i>	<i>Course Proficiency</i>	<i>NJCCC Standard</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
19. identify bedroom items and state the location of items	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.2 7.1.NH.C.1 7.1.NH.C.4	8.1.8.A.2	<ul style="list-style-type: none"> <li>• Present the bedroom and its furnishings</li> <li>• State the location of items in their room and their partner's room</li> </ul>	Student oral & written responses Drawings	Prepositions
20. describe their bedroom and make comparisons	7.1.NH.B.4 7.1.NH.C.3 7.1.NH.A.2		<ul style="list-style-type: none"> <li>• compare two bedrooms in a picture</li> <li>• listen to descriptions comparing the two bedrooms and decide if the statements are true or false</li> </ul>	Teacher observation of groups/student responses	Comparatives Superlatives
21. understand cultural perspectives on homes and housing	7.1.NH.A.5 7.1.NH.A.6		<ul style="list-style-type: none"> <li>• read about homes in Spanish speaking countries p. 148</li> </ul>	Verbal and written responses to comprehension questions	Planta baja, primer piso, etc.
22. identify rooms in a house	7.1.NH.A.1,3 7.1.NH.A.4 7.1.NH.B.5 7.1.NH.B.1-3	8.1.8.A.2	<ul style="list-style-type: none"> <li>• sketch a floorplan with labeled rooms</li> <li>• create a flyer for a house for sale</li> </ul>	Student oral & written responses	Verb: tener "Hay..." Prepositions
23. identify and categorize household items in terms of appropriate room	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4		<ul style="list-style-type: none"> <li>• listen to and watch a video</li> <li>• students will create a flyer to promote the sale of a house or apartment</li> </ul>	Rubric: Oral/Written Presentation	Verb: estar Ir +a

24. name household chores	7.1.NH.A.1 7.1.NH.A.2 7.1 NH.A.4 7.1.NH.B.2 7.1.NH.B.5		<ul style="list-style-type: none"><li>• tell what chores they do in the different rooms of the house and/or what chores people are doing in a picture prompt</li><li>• “Simón dice”- act out command/chore given by speaker</li></ul>	Student discussion Teacher observation TPR	Affirmative tú commands Present progressive

**IV. SHOPPING****Essential Question(s):**

- How do I describe what someone is wearing in Spanish?
- How do you refer to, compare, and discuss the cost of items for sale?
- How do you ask and answer information questions?

**Enduring Understanding(s):**

- Understanding that materials goods are valued differently in different cultures.
- Realizing the benefits of shopping in a small town store compared to shopping in a large department stores and vice-versa.

**Suggested Timeframe: 4-6 weeks**

<i>Shopping</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>CCCS</i>	<i>NJCCC Tech Lit</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
25. identify clothes to state what they and others are wearing	7.1.NH.A.1 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.5	8.1.8.A.2 8.1.8.B.1-3	<ul style="list-style-type: none"> <li>watch video and describe what people are wearing and/or buying</li> <li>mini-fashion show</li> </ul>	Teacher observation Student presentation	Clothing Colors
26. request and provide information on items of purchase	7.1.NH.B.4 7.1.NH.C.3 7.1.NH.A.2		<ul style="list-style-type: none"> <li>use new vocabulary in a conversation; practice making purchases</li> </ul>	Student oral & written responses	Numbers 100-1000 Cuesta/cuestan ¿En qué puedo servirle? Speaking presentation
27. discuss plans for clothes and shopping	7.1.NH.A.4 7.1.NH.B.4		<ul style="list-style-type: none"> <li>discuss what clothing you would wear depending on the event</li> </ul>	Teacher observation and monitoring	Verbs: pensar, querer preferir
28. ask and say what they and others want/prefer	7.1.NH.A.4 7.1.NH.A.5 7.1.NH.B.2		<ul style="list-style-type: none"> <li>students will point to various clothing items and ask for them to be brought back to them</li> </ul>	Teacher observation - placing, pointing, and bringing clothing items in/from different parts of the room	Demonstrative adjectives

29. understand cultural perspectives on clothing, shopping and gift-giving	7.1.NH.C.4 7.1.NH.C.5		<ul style="list-style-type: none"> <li>• read and discuss cultural article about venezuelan fashion designer, Carolina Herrera</li> <li>• read for comprehension cultural article in the TL about traditional clothing of Panama</li> <li>• read about shopping malls and how people use them (US vs Chile)</li> </ul>	Student discussion	Carolina Herrera  Traditional clothing of Panama  Shopping habits in spanish-speaking countries  El Rastro  Artesanias
30. talk about buying gifts	7.1.NH.A.4 7.1.NH.B.4 7.1.NH.C.3 7.1.NH.C.4		<ul style="list-style-type: none"> <li>• make a list of items purchased for a holiday including name of the person, what was purchased, where it was purchased and how much it was purchased for. Once list is made students can write or speak about their lists</li> </ul>	Written and oral responses	Direct object pronouns  Preterite of verbs: gastar, buscar, pagar
31. identify stores and items that can be purchased at these locations	7.1.NH.A.3 7.1.NH.A.4 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.C.2 7.1.NH.C.3		<ul style="list-style-type: none"> <li>• create a window display and go window shopping, creating a list of items they want to purchase and their prices</li> </ul>	Shopping simulation project; rubric	The suffix -ería  Text page 195
32. tell what happened in the past	7.1.NH.A.1 7.1.NH.A.5 7.1.NH.B.3 7.1.NH.B.3 7.1.NH.C.2 7.1.NH.C.3		<ul style="list-style-type: none"> <li>• write a letter to describe a gift purchased for a family member</li> </ul>	Rubric on writing	Preterite  Use the steps in the writing process

**V. VACATION EXPERIENCES****Essential Question(s):**

- How do you express likes, dislikes, and personal preferences when on vacation?
- How do I describe things to do and places to visit while on vacation?
- How do I talk about events in the past?
- How does the Spanish culture determine activities unique to its location and modes of transportation?

**Enduring Understanding(s):**

- Realizing that leisure interest and activities may vary by culture
- Learning expands understanding of the Spanish culture, the world, its people and oneself.
- Understanding that people of different cultures do certain activities in their leisure time.

**Suggested Timeframe: 4-6 weeks**

<i>Vacation experiences</i>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>CCCS</b>	<b>NJCCCS Tech Lit</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The students will be able to:</i></b>			<b><i>The students will:</i></b>		
33. identify appropriate modes of transportation to travel near and far distances	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.C.3		<ul style="list-style-type: none"> <li>complete communicative activity with partner describing where you would like to go and suggest how to get there</li> </ul>	Monitor paired activity; observation of student responses and pronunciation	Activity 11 Page 226
34. discuss activities people do while on vacation	7.1.NH.A.5 7.1.NH.B.2 7.1.NH.C.2 7.1.NH.C.3		<ul style="list-style-type: none"> <li>discuss activities to do while on vacation</li> <li>Create an itinerary for their next vacation</li> </ul>	Teacher assessment of written itinerary	Preterite of verbs ending in: -er and -ir  Preterite of the verb: ir
35. identify places to visit while on vacation	7.1.NH.A.2 7.1.NH.A.4 7.1.NH.B.1 7.1.NH.C.1 7.1.NH.C.2	8.1.8.A.2	<ul style="list-style-type: none"> <li>create a digital presentation/virtual photo album to present a trip that one took (real or fictitious)</li> </ul>	Grade based on rubric	Oral presentation "Mi viaje"
36. understand cultural perspectives on travel and vacations	7.1.NH.A.2 7.1.NH.A.4		<ul style="list-style-type: none"> <li>read and comprehend journal entries about a trip to Peru</li> </ul>	Student discussion Written responses to comprehension questions	Lectura page 240-241

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The media centers at the high schools and middle schools provide a wide range of materials to enhance and enrich the World Language curriculum. Frequently updated materials include books, videos, collections of art prints and slides as well as CD-ROMs, laser disks and kits. The online catalog is the index to the media center's collection and enables students and teachers to generate specific lists of materials geared to assignments or personal interests. Media specialists are available to assist students and staff in the selection and use of these materials.

### SOURCES

New Jersey Core Curriculum Content Standards for Technological Literacy

New Jersey Core Curriculum Content Standards for World Languages

The American Council for the Teaching of Foreign Language: <http://www.actfl.org>

Foreign Language Educators of New Jersey: <http://www.flenj.org>

Learning Language Solutions (STAMP): <http://www.onlinells.com>

### TEXTBOOK

Boyles, P., Met, M., Sayers, R., and Wargin, C. *Realidades B* –2011 Edition. Boston, Massachusetts: Pearson Education, Inc., 2011.

### WEBSITES

National K-12 Foreign Language Resource Center <http://www.nflrc.iastate.edu/>

Internet Resources for Language Teachers and Learners <http://www.hull.ac.uk/cti/langsite/>

Learning Language Solutions (STAMP): <http://www.onlinells.com>

- o Games and additional activities:
  - o [www.quia.com](http://www.quia.com)
  - o <https://getkahoot.com/how-it-works>
  - o <https://quizlet.com/login>
- o Virtual Tourist - cultural info about countries around the world <http://www.virtualtourist.com>
- o Online Textbook: [www.realidades.com](http://www.realidades.com)
- o Google Maps - <https://www.google.com/maps>
- o Floorplanner - <https://floorplanner.com/login>

## APPENDIX A **SAMPLE AUTHENTIC ASSESSMENT**

## AUTHENTIC ASSESSMENT

ASSESSMENT for UNIT 3 (Shopping, formative assessment)

### Vamos de Compras

**Assignment:** You and a friend are going shopping at your favorite store because you need to buy presents for the holidays. Each of you must buy at least three items of clothing.

Roles: 2 customers, 1 salesperson

You must include the following:

- Greet the salesperson
- Ask how much three items cost per person
- Salesperson gives the price for all of the items
- Use of props
- Thank and say good-bye to salesperson

You will be graded using the following rubric: Total \_\_\_\_/12

Criteria	Needs improvement (1)	Proficient (2)	Excellent Proficiency (3)
Completion of Task	Only a few of the required talking points included	Most of the required talking points included	All of the required talking points included
Vocabulary Use	Some accurate use of new vocabulary	Good use of new vocabulary	Excellent use of new vocabulary and grammatical points
Fluency	Frequent to many pauses and false starts; thoughts not expressed in complete sentences	Very few pauses; thoughts are expressed in complete sentences	No pauses and smoothly put together in complete, flowing sentences
Originality	No originality, no props used in skit	Appropriate originality, some props used	Very original, great props used



## Assessment, unit 1 (gastronomy/restaurant)

### VAMOS AL RESTAURANTE

**Parte 1:** You want to plan a fun birthday party at a Mexican restaurant for your cousin. You plan to tell the people at the restaurant the following things:

1. Your cousin's name: \_\_\_\_\_
2. Your cousin's age: \_\_\_\_\_
3. What your cousin likes/loves (3): \_\_\_\_\_
4. What your cousin does not like (3): \_\_\_\_\_
5. Your cousin's personality (3): \_\_\_\_\_

**Parte 2:** Write the restaurant manager a letter including the above information. Write your rough draft below. You must peer-edit with 2 or more people.

Estimado Señor,

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Sinceramente, \_\_\_\_\_

X \_\_\_\_\_ X \_\_\_\_\_

**La invitación**

**Parte 3:** You are going to create an invitation for the party you are planning for your cousin. Add decorations and details in order to create a visual of what the party is going to be like. Please be sure to include the following in Spanish:

- ¿Para quién?: \_\_\_\_\_
- La hora: \_\_\_\_\_
- La fecha: \_\_\_\_\_
- Lugar/dirección: \_\_\_\_\_

**Rúbrica: La invitación**

	<b>Exemplary 3</b>	<b>Proficient 2</b>	<b>Novice 1</b>
<b>Completion of task</b>	All of the required information is included	Most of the required information is included. (1 item missing)	Only some of the required information is included (2 or more items missing)
<b>Accurate spelling/use of grammar</b>	Few to no errors (0-2) in spelling and grammar. Easily understood.	Some errors (3-4) in spelling and grammar. They do not hinder comprehensibility	Many errors (5 or more) in spelling and grammar
<b>Appearance</b>	The invitation is neat and easy to read with color. It could be used as a real invitation.	The invitation is legible and in color.	The invitation is messy, difficult to read, and could not be used as a real invitation.

Total: /9

**Presentación escrita: Se vende Casa**

**Task:** You have been asked to create a flyer in Spanish to promote the sale of your family's house or apartment. Create an attractive and inviting flyer that will make your home (or your dream house) appealing to a potential buyer.

**Criteria:** The ad should include the following information:

1. a general description of the house (size, etc.)
2. the price of the property
3. the address and the general location of the property (close to/far from etc.)
4. the color of the house/apartment
5. the number/names of rooms (minimum 5)
6. a description of the rooms (color, size)

**Format:**

- \* Photos may be in the form of drawings, clipart, magazine clippings, or actual photographs, but MUST BE IN COLOR
  - \* The text of your ad MUST BE TYPED
  - \* **TYPED** final copy due at the beginning of class on \_\_\_\_\_.
- \* **You must fill out and hand in the planning sheet on the reverse side to receive credit.** \_\_\_/9

La rúbrica	Exemplary 3	Emerging 2	Novice 1
<b>Neatness and attractiveness</b>	Your typed flyer is neat and includes colored pictures of the house and rooms. It is professional and can be used as a real ad.	Your flyer is somewhat professional.	The flyer cannot be used professionally because it is not typed and/or does not include pictures.
<b>Use of vocabulary expressions</b>	You use an extended variety of vocabulary with very few, if any, usage errors. (0-2 errors in spelling and/or grammar)	You use limited vocabulary and/or have some usage errors. (3-5)	You use very little variation of vocabulary and/or have frequent usage errors. (more than 6)
<b>Amount of information provided</b>	You included all of the criteria including the planning sheet. ( #’s 1-6 plus correct format)	You left out one of the requirements listed above.	You left out two or more of the requirements.

**APPENDIX B    NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR WORLD LANGUAGE**

# New Jersey Core Curriculum Content Standard for World Languages

## INTRODUCTION

### World Languages Education in the 21<sup>st</sup> Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

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

- Communicates 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 enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation

for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected [data](#) from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by [New Jersey Administrative Code](#), is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the [World Languages Performance Level Descriptors Table](#) and are summarily reflected in the following proficiency statements:

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

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

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

### ***Realistic Grade-Level Targets for Benchmarked Proficiency Levels***

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning ([interpersonal](#), [interpretive](#), or [presentational](#)). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

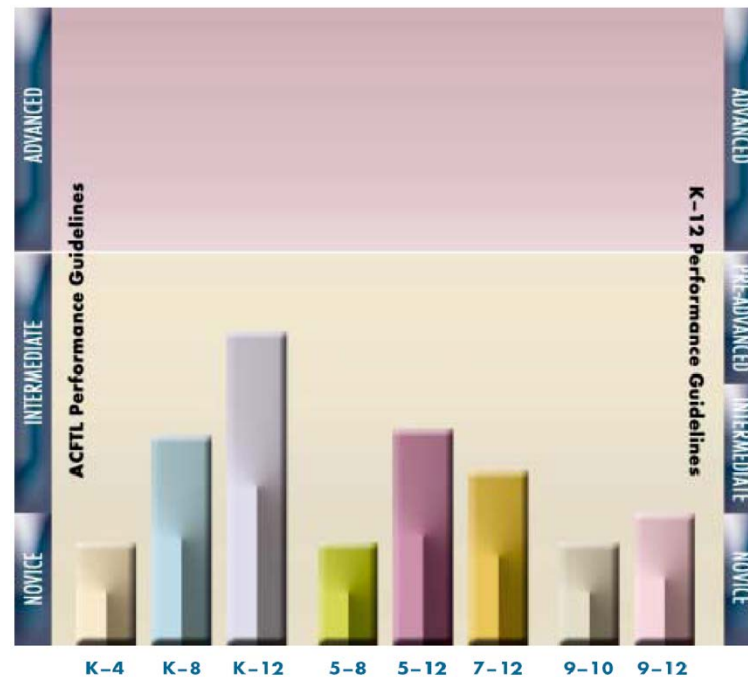
- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

***A Note About Preschool Learners:*** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the [Preschool Teaching & Learning Standards](#).

### ***ACTFL Anticipated Performance Outcomes***

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the  
*ACTFL Performance Guidelines for K-12 Learners*



### **Philosophy and Goals**

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by



using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

### Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

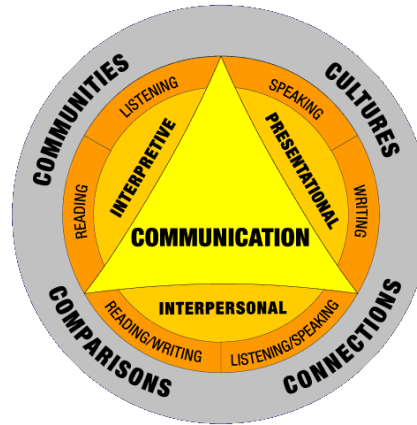
- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.

Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, [Policy](#),

- [Assessment, and Professional Development: Results from a Statewide Study](#).) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21<sup>st</sup> Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

### ***One World Languages Standard***

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

[View two videos \(#12 and #30\) that illustrate the integration of the five Cs.](#)

### ***Three Strands***

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

**Strand A** reflects the **Interpretive Mode** of communication, in which 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.” For more on the interpretive mode of communication:

- 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](#).

**Strand B** reflects the **Interpersonal Mode** of communication, in which 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. For more on the interpersonal mode of communication:

- 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](#).

Strand C reflects the **Presentational Mode** of communication, in which 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 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 mode (scroll down to video #3)

Click [Wisconsin Project: Modes of Communication](#).

### ***The Role of Grammar in the World Languages Class***

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.

#### **Education in World Languages: Advocacy and Resources**

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program ([FLAP](#)) or the Joint National Committee for Languages ([JNCL](#)) websites. JNCL also provides advocacy materials.
- The American Council on the Teaching of Foreign Languages ([ACTFL](#)) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An [Annotated Glossary With Resources](#), instructions for [How To Select Culturally Authentic Materials Based On Proficiency Level](#), and a [World Languages Performance-Level Descriptors Table](#) were designed in connection with the World Languages standard to support implementation of world languages instruction.
- The most comprehensive report compiled on the status of world languages education in New Jersey’s public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the [New Jersey Department of Education World Languages](#) homepage.
- The state language organization—[Foreign Language Educators of New Jersey \(FLENJ\)](#)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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<p><b>World Languages:</b> 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>					
<p><b>Interpretive Mode:</b> 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.”</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.IM.A.1</b> Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.</p>	<p><b>7.1.IH.A.1</b> Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p>	<p><b>7.1.AL.A.1</b> Analyze and critique the validity of <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</p>
<p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p>	<p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p>	<p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p><b>7.1.IM.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p><b>7.1.IH.A.2</b> Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal settings</a>, through appropriate responses.</p>	<p><b>7.1.AL.A.2</b> Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <a href="#">informal and some formal settings</a>.</p>

<b>7.1.NM.A.3</b> Recognize a few common gestures and cultural <a href="#">practices</a> associated with the	<b>7.1.NH.A.3</b> Recognize some common gestures and cultural <a href="#">practices</a> associated with target	<b>7.1.IL.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures,	<b>7.1.IM.A.3</b> Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural	<b>7.1.IH.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of	<b>7.1.AL.A.3</b> Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's
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target culture(s).	culture(s).	intonation, and cultural <a href="#">practices</a> in the target culture(s) and in one's own culture.	<a href="#">practices</a> in the target culture(s) to determine the meaning of a message.	functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.	own culture to develop an understanding of how cultural <a href="#">perspectives</a> are reflected in cultural <a href="#">products</a> and cultural <a href="#">practices</a> .
<b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.	<b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.	<b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	<b>7.1.IM.A.4</b> Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	<b>7.1.IH.A.4</b> Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	<b>7.1.AL.A.4</b> Evaluate, from multiple cultural <a href="#">perspectives</a> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
<b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.	<b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.	<b>7.1.IL.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.	<b>7.1.IM.A.5</b> Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	<b>7.1.IH.A.5</b> Synthesize information from oral and written discourse dealing with a variety of topics.	<b>7.1.AL.A.5</b> Evaluate information from oral and written discourse dealing with a variety of topics.



	<p><b>7.1.NH.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.</p>	<p><b>7.1.IL.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.</p>	<p><b>7.1.IM.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.</p>	<p><b>7.1.IH.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.</p>	<p><b>7.1.AL.A.6</b> Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.</p>
	<b>7.1.NH.A.7</b>	<b>7.1.IL.A.7</b>	<b>7.1.IM.A.7</b>	<b>7.1.IH.A.7</b>	<b>7.1.AL.A.7</b>

	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	Infer the meaning of a few unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.	Infer the meaning of some unfamiliar words and phrases in academic and <a href="#">formal</a> contexts.
		<b>7.1.IL.A.8</b> Compare and contrast unique linguistic elements in English and the target language.	<b>7.1.IM.A.8</b> Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	<b>7.1.IH.A.8</b> Analyze structures of the target language and comparable linguistic structures in English.	<b>7.1.AL.A.8</b> Analyze elements of the target language that do not have a comparable linguistic element in English.

<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can <a href="#">independently</a> identify and recognize memorized words and phrases that bring meaning to text.</p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author’s intent.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author’s intent.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the</li> </ul>
				<ul style="list-style-type: none"> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul>	<p>organizing principle in written and oral text.</p>

<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ 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 <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (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.)</li> <li>➤ 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, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ 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.)</li> <li>➤ 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, pastimeschedules,</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> 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].)</li> <li>➤ 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.)</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, 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.)</li> </ul>
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<p>are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> 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 <a href="#">practices</a>.)</li> <li>➤ Many <a href="#">products</a> and <a href="#">practices</a> 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.)</li> <li>➤ What is perceived as “basic needs” varies among and within</li> </ul>	<p>and travel.)</p> <ul style="list-style-type: none"> <li>➤ Wellness <a href="#">practices</a> 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.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> 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].)</li> <li>➤ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ 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.)</li> <li>➤ 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.)</li> </ul>
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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

<p>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.)</p>		
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<p><b>World Languages:</b> 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>					
<p><b>Interpersonal Mode:</b> 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).</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.B.1</b> Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p><b>7.1.NH.B.1</b> Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<p><b>7.1.IL.B.1</b> Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.</p>	<p><b>7.1.IM.B.1</b> Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	<p><b>7.1.IH.B.1</b> Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p>	<p><b>7.1.AL.B.1</b> Use <a href="#">digital tools</a> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p>
<p><b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p>	<p><b>7.1.IL.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<p><b>7.1.IM.B.2</b> 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><b>7.1.IH.B.2</b> Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p>	<p><b>7.1.AL.B.2</b> Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p>



<p><b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p><b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>	<p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<p><b>7.1.IM.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>	<p><b>7.1.IH.B.3</b> Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	<p><b>7.1.AL.B.3</b> Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
<p><b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p>	<p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	<p><b>7.1.IM.B.4</b> 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><b>7.1.IH.B.4</b> Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	<p><b>7.1.AL.B.4</b> Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <a href="#">informal and some formal</a> settings.</p>
<p><b>7.1.NM.B.5</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	<p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p><b>7.1.IM.B.5</b> Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p><b>7.1.IH.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in</p>	<p><b>7.1.AL.B.5</b> Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in</p>

				other content areas.	other content areas, and some unfamiliar topics.
				<b>7.1.IH.B.6</b> Use language in a variety of settings to further personal and/or academic goals.	<b>7.1.AL.B.6</b> Use language in a variety of settings to further personal, academic, and career goals.

<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Respond to learned questions.</li> <li>➤ Ask memorized questions.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and things.</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> </ul>
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	<p>invitation.</p> <ul style="list-style-type: none"> <li>○ Express an opinion and preference.</li> </ul>	<p>opinion and preference.</p>	<p>opinion and preference.</p>	<p>support opinions.</p> <ul style="list-style-type: none"> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>
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<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ Observing and participating in</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ 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 <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (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.)</li> <li>➤ 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, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>➤ 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.)</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> 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].)</li> <li>➤ 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</li> </ul>
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<p>culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> 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 <a href="#">practices</a>.)</li> <li>➤ Many <a href="#">products</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ Wellness <a href="#">practices</a> 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.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> 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].)</li> <li>➤ 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.)</li> </ul>	<p>issues.)</p> <ul style="list-style-type: none"> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, 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.)</li> <li>➤ 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.)</li> <li>➤ 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.)</li> <li>➤ Examination of the roles of race,</li> </ul>
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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.)

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.)

<p>➤ 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 <a href="#">geography</a>.)</p> <p>➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts</p>		
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<p>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.)</p>		
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<p><b>World Languages:</b> 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>					
<p><b>Presentational Mode:</b> 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.</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p><b>7.1.NM.C.1</b> Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.IL.C.1</b> Use knowledge about cultural <a href="#">products</a> and cultural <a href="#">practices</a> to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.IM.C.1</b> Synthesize information related to the cultural <a href="#">products</a>, cultural <a href="#">practices</a>, and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.IH.C.1</b> Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one’s own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p>	<p><b>7.1.AL.C.1</b> Create a research-based <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p>

<p><b>7.1.NM.C.2</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p><b>7.1.IM.C.2</b> Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p><b>7.1.IH.C.2</b> Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</p>	<p><b>7.1.AL.C.2</b> Create a research-based analysis of a current global problem/issue showing cultural <a href="#">perspectives</a> associated with the target culture(s) and another world culture.</p>
<p><b>7.1.NM.C.3</b> Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p>	<p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p><b>7.1.IM.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<p><b>7.1.IH.C.3</b> Use language creatively in writing for a variety of purposes.</p>	<p><b>7.1.AL.C.3</b> Use language creatively in writing for personal, career, or academic purposes.</p>
<p><b>7.1.NM.C.4</b> Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.</p>	<p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.</p>	<p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate <a href="#">culturally authentic materials</a> orally and in writing.</p>	<p><b>7.1.IM.C.4</b> Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a>.</p>	<p><b>7.1.IH.C.4</b> Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</p>	<p><b>7.1.AL.C.4</b> Compare and contrast the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.</p>

<p><b>7.1.NM.C.5</b> Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).</p>	<p><b>7.1.NH.C.5</b> Tell or write about cultural <a href="#">products</a> associated with the target culture(s) and identify how the <a href="#">products</a> and <a href="#">practices</a> are derived from the cultural</p>	<p><b>7.1.IL.C.5</b> Explain the cultural <a href="#">perspective</a> associated with a few cultural <a href="#">products</a> and cultural practices from the target culture (s) and one’s own culture.</p>	<p><b>7.1.IM.C.5</b> Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one’s own culture as evidenced through their cultural <a href="#">products</a> and</p>	<p><b>7.1.IH.C.5</b> Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and</p>	<p><b>7.1.AL.C.5</b> Analyze how cultural <a href="#">perspectives</a> about a specific cultural <a href="#">product</a> or cultural <a href="#">practice</a> associated</p>
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	<a href="#">perspectives.</a>		cultural <a href="#">practices.</a>	cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one’s own culture.	with the target culture(s) change over time, and compare with changing <a href="#">perspectives</a> in one’s own culture.
		<p><b>7.1.II.C.6</b> Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <a href="#">16 Career Clusters</a>.</p>		<p><b>7.1.IH.C.6</b> Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p><b>7.1.AL.C.6</b> 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.</p>

<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Make lists.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Novice-High</a> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life:</li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life             <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life             <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an</li> </ul> </li> </ul>	<p><b>Linguistic:</b></p> <p>The <a href="#">Intermediate-High</a> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <a href="#">independently</a> to:</p>	<p><b>Linguistic:</b></p> <p>The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can paragraph-level discourse <a href="#">independently</a> to:</p> <ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some</li> </ul>
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<p>things.</p>	<ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul>	<p>opinion and preference.</p> <ul style="list-style-type: none"> <li>○ Request and suggest.</li> </ul>	<p>opinion and</p> <ul style="list-style-type: none"> <li>○ Request and suggest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>	<p>cultural <a href="#">perspectives</a>.</p> <ul style="list-style-type: none"> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul>
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<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ 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/personal ity descriptions, school,</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ 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 <a href="#">geography</a>.)</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (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.)</li> <li>➤ 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, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> </ul>	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> 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].)</li> <li>➤ 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</li> </ul>
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<p>likes/dislikes, and pastimes.)</p> <ul style="list-style-type: none"> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ 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.)</li> <li>➤ Wellness <a href="#">practices</a> 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.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> 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].)</li> <li>➤ 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.)</li> </ul>	<p>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.)</p> <ul style="list-style-type: none"> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, 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.)</li> <li>➤ 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.)</li> <li>➤ 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</li> </ul>
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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

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.)

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

<p>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.)</p>		
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**Links:**

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

**Career Clusters:** Postsecondary education and career pathways

**Cultural Content:** Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

**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.

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures 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.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Culturally Authentic Materials:** Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

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

**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.

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

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

**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.

**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.

**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.

**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.

**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.

**APPENDIX C NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR TECHNOLOGY**



## 2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>	
Strand		<b>A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></b>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
<b>P</b>	Understand and use technology systems.	8.1.P.A.1	Use an input device to select an item and navigate the screen
		8.1.P.A.2	Navigate the basic functions of a browser.
	Select and use applications effectively and productively.	8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
		8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
		8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
<b>K-2</b>	Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
		8.1.2.A.2	Create a document using a word processing application.
	Select and use applications effectively and productively.	8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
		8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
		8.1.2.A.5	Enter information into a spreadsheet and sort the information.
		8.1.2.A.6	Identify the structure and components of a database.
		8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
<b>3-5</b>	Understand and use technology systems.	8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
		8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
	Select and use applications effectively and productively.	8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
		8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
		8.1.5.A.5	Create and use a database to answer basic questions.
		8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
<b>6-8</b>	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>	
<b>Strand</b>		<b>B. Creativity and Innovation:</b> <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
P	Apply existing knowledge to generate new ideas, products, or processes.	8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.
K-2	Create original works as a means of personal or group expression.	8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
3-5		8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
6-8		8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
<b>Content Area</b>		<b>Technology</b>	

<b>Standard</b>		<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>	
<b>Strand</b>		<b>C. Communication and Collaboration:</b> <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
<b>Grade Level bands</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>
<b>P</b>	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.  Communicate information and ideas to multiple audiences using a variety of media and formats.  Develop cultural understanding and global awareness by engaging with learners of other cultures.  Contribute to project teams to produce original works or solve problems.	8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
<b>K-2</b>		8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
<b>3-5</b>		8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
<b>6-8</b>		8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
<b>9-12</b>		8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>	
<b>Strand</b>		<b>D. Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
<b>Grade Level bands</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>
<b>K-2</b>	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
<b>3-5</b>	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.5.D.1	Understand the need for and use of copyrights.
		8.1.5.D.2	Analyze the resource citations in online materials for proper use.
	Demonstrate personal responsibility for lifelong learning.	8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

	Exhibit leadership for digital citizenship.	8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
<b>6-8</b>	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
	Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5		Understand appropriate uses for social media and the negative consequences of misuse.	
<b>9-12</b>	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5		Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.	
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>	
<b>Strand</b>		<b>E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</b>	
<b>Grade Level bands</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>
	<b>Students will:</b>		
<b>P</b>	Plan strategies to guide inquiry.	8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
<b>K-2</b>	Plan strategies to guide inquiry	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.		

	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.		
<b>3-5</b>	Plan strategies to guide inquiry.  Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>6-8</b>	Plan strategies to guide inquiry.  Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.  Process data and report results.	8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>9-12</b>	Plan strategies to guide inquiry.  Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.  Process data and report results.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>		
<b>Strand</b>	<b>F: Critical thinking, problem solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>		
<b>Grade</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>

<b>Level bands</b>	<b>Students will:</b>		
<b>K-2</b>	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
<b>3-5</b>	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>	8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
<b>6-8</b>	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

<b>9-12</b>	Identify and define authentic problems and significant questions for investigation.  Plan and manage activities to develop a solution or complete a project.  Collect and analyze data to identify solutions and/or make informed decisions.  Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
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## 2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		<b>A. The Nature of Technology: Creativity and Innovation</b> <i>Technology systems impact every aspect of the world in which we live.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
<b>K-2</b>	The characteristics and scope of technology.	<b>8.2.2.A.1</b>	Define products produced as a result of technology or of nature.
		<b>8.2.2.A.2</b>	Describe how designed products and systems are useful at school, home and work.
	The core concepts of technology.	<b>8.2.2.A.3</b>	Identify a system and the components that work together to accomplish its purpose.
		<b>8.2.2.A.4</b>	Choose a product to make and plan the tools and materials needed.
	The relationships among technologies and the connections between technology and other fields of study.	<b>8.2.2.A.5</b>	Collaborate to design a solution to a problem affecting the community.
<b>3-5</b>	The characteristics and scope of technology.	<b>8.2.5.A.1</b>	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
		<b>8.2.5.A.2</b>	Investigate and present factors that influence the development and function of a product and a system.
	The core concepts of technology.	<b>8.2.5.A.3</b>	Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
		<b>8.2.5.A.4</b>	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
	The relationships among technologies and the connections between technology and other fields of study.	<b>8.2.5.A.5</b>	Identify how improvement in the understanding of materials science impacts technologies.
<b>6-8</b>	The characteristics and scope of technology.	<b>8.2.8.A.1</b>	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).



	The core concepts of technology.	<b>8.2.8.A.2</b>	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		<b>8.2.8.A.3</b>	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	<b>8.2.8.A.4</b>	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		<b>8.2.8.A.5</b>	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
<b>9-12</b>	The characteristics and scope of technology.	<b>8.2.12.A.1</b>	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	<b>8.2.12.A.2</b>	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	<b>8.2.12.A.3</b>	Research and present information on an existing technological product that has been repurposed for a different function.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
<b>Strand</b>	<b>B. Technology and Society:</b> <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>		
<b>Grade Level bands</b>	<b>Content Statement</b> Students will be able to understand:	<b>Indicator</b>	<b>Indicator</b>
<b>K-2</b>	The cultural, social, economic and political effects of technology.	<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
	The effects of technology on the environment.	<b>8.2.2.B.2</b>	Demonstrate how reusing a product affects the local and global environment.
	The role of society in the development and use of technology.	<b>8.2.2.B.3</b>	Identify products or systems that are designed to meet human needs.
	The influence of technology on history.	<b>8.2.2.B.4</b>	Identify how the ways people live and work has changed because of technology.
<b>3-5</b>	The cultural, social, economic and political effects of technology.	<b>8.2.5.B.1</b>	Examine ethical considerations in the development and production of a product through its life cycle.

	The effects of technology on the environment.	<b>8.2.5.B.2</b>	Examine systems used for recycling and recommend simplification of the systems and share with product developers.
		<b>8.2.5.B.3</b>	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
	The role of society in the development and use of technology.	<b>8.2.5.B.4</b>	Research technologies that have changed due to society's changing needs and wants.
		<b>8.2.5.B.5</b>	Explain the purpose of intellectual property law.
	The influence of technology on history.	<b>8.2.5.B.6</b>	Compare and discuss how technologies have influenced history in the past century.
<b>6-8</b>	The cultural, social, economic and political effects of technology.	<b>8.2.8.B.1</b>	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		<b>8.2.8.B.2</b>	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	<b>8.2.8.B.3</b>	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
		<b>8.2.8.B.4</b>	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	<b>8.2.8.B.5</b>	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		<b>8.2.8.B.6</b>	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	<b>8.2.8.B.7</b>	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
<b>9-12</b>	The cultural, social, economic and political effects of technology.	<b>8.2.12.B.1</b>	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	<b>8.2.12.B.2</b>	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	<b>8.2.12.B.3</b>	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	<b>8.2.12.B.4</b>	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

		<b>8.2.12.B.5</b>	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
<b>Strand</b>	<b>C. Design:</b> <i>The design process is a systematic approach to solving problems.</i>		
<b>Grade Level bands</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>
<b>K-2</b>	The attributes of design.	<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.
		<b>8.2.2.C.2</b>	Create a drawing of a product or device that communicates its function to peers and discuss.
		<b>8.2.2.C.3</b>	Explain why we need to make new products.
	The application of engineering design.	<b>8.2.2.C.4</b>	Identify designed products and brainstorm how to improve one used in the classroom.
		<b>8.2.2.C.5</b>	Describe how the parts of a common toy or tool interact and work as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	<b>8.2.2.C.6</b>	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
<b>3-5</b>	The attributes of design.	<b>8.2.5.C.1</b>	Collaborate with peers to illustrate components of a designed system.
		<b>8.2.5.C.2</b>	Explain how specifications and limitations can be used to direct a product's development.
		<b>8.2.5.C.3</b>	Research how design modifications have lead to new products.
	The application of engineering design.	<b>8.2.5.C.4</b>	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
		<b>8.2.5.C.5</b>	Explain the functions of a system and subsystems.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	<b>8.2.5.C.6</b>	Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
		<b>8.2.5.C.7</b>	Work with peers to redesign an existing product for a different purpose.

6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system. Create a technical sketch of a product with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <b>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</b>	
<b>Strand</b>		<b>D. Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>	
<b>Grade</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>

<b>Level bands</b>	<b>Students will understand how to:</b>		
<b>K-2</b>	Apply the design process.	<b>8.2.2.D.1</b>	Collaborate and apply a design process to solve a simple problem from everyday experiences.
	Use and maintain technological products and systems.	<b>8.2.2.D.2</b>	Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
		<b>8.2.2.D.3</b>	Identify the strengths and weaknesses in a product or system.
		<b>8.2.2.D.4</b>	Identify the resources needed to create technological products or systems.
	Assess the impact of products and systems.	<b>8.2.2.D.5</b>	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
<b>3-5</b>	Apply the design process.	<b>8.2.5.D.1</b>	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
		<b>8.2.5.D.2</b>	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.
	Use and maintain technological products and systems.	<b>8.2.5.D.3</b>	Follow step by step directions to assemble a product or solve a problem.
		<b>8.2.5.D.4</b>	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		<b>8.2.5.D.5</b>	Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.
	Assess the impact of products and systems.	<b>8.2.5.D.6</b>	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
		<b>8.2.5.D.7</b>	Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.
<b>6-8</b>	Apply the design process.	<b>8.2.8.D.1</b>	Design and create a product that addresses a real world problem using a design process under specific constraints.
		<b>8.2.8.D.2</b>	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		<b>8.2.8.D.3</b>	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	<b>8.2.8.D.4</b>	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

	Assess the impact of products and systems.	<b>8.2.8.D.5</b>	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		<b>8.2.8.D.6</b>	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
<b>9-12</b>	Apply the design process.	<b>8.2.12.D.1</b>	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		<b>8.2.12.D.2</b>	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	<b>8.2.12.D.3</b>	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	<b>8.2.12.D.4</b>	Assess the impacts of emerging technologies on developing countries.
		<b>8.2.12.D.5</b>	Explain how material processing impacts the quality of engineered and fabricated products.
		<b>8.2.12.D.6</b>	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
<b>Strand</b>	<b>E. Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>		
<b>Grade Level bands</b>	<b>Content Statement</b> Students will be able to understand:	<b>Indicator</b>	<b>Indicator</b>
<b>K-2</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.2.E.1</b>	List and demonstrate the steps to an everyday task.
		<b>8.2.2.E.2</b>	Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
		<b>8.2.2.E.3</b>	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
		<b>8.2.2.E.4</b>	Debug an algorithm (i.e., correct an error).

		<b>8.2.2.E.5</b>	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).
<b>3-5</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.5.E.1</b>	Identify how computer programming impacts our everyday lives.
		<b>8.2.5.E.2</b>	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
		<b>8.2.5.E.3</b>	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
		<b>8.2.5.E.4</b>	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
<b>6-8</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.8.E.1</b>	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
		<b>8.2.8.E.2</b>	Demonstrate an understanding of the relationship between hardware and software.
		<b>8.2.8.E.3</b>	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
		<b>8.2.8.E.4</b>	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
<b>9-12</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.12.E.1</b>	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		<b>8.2.12.E.2</b>	Analyze the relationships between internal and external computer components.
		<b>8.2.12.E.3</b>	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		<b>8.2.12.E.4</b>	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

**Glossary:**

**Basic technology terms for preschool:** Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.

**Controversial issue:** For example, global warming, scarcity of water, alternative energy sources, election campaigns.

**Current and emerging technology resources:** For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

**Data-collection technology:** For example, probes, handheld devices, and geographic mapping systems.

**Digital learning game:** For example, Alice, Lively.

**Developmentally appropriate:** Students' developmental levels prescribe the learning environment and activities that are used.

**Digital tools for grade 2:** For example, computers, digital cameras, software..

**Digital tools for grades 4, 8, and 12:** For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.

**Electronic authoring tools:** Software that facilitates online book development (e.g., multimedia electronic book).

**Mapping tools:** For example, Google earth, Yahoo maps, and Google maps.

**Media-rich:** Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).

**Multimedia presentation:** For example, movie, podcast, vlog.

**Online discussion:** UNICEF, Oracle, i-Earn, blogs, wikis.

**Online learning community:** For example, i-Earn, Ning, blogs, wikis, Second Life.

**Operations and related applications:** For example, saving a word processing file to a network drive, printing a spreadsheet.

**Reverse engineer:** To isolate the components of a completed system.

**Shared hosted services:** For example, podcasts, videos, or vlogs.

**Technologies:** Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

**Virtual environments:** For example, games, simulations, websites, blogs.

**Web-based publication:** For example, web pages, wikis, blogs, ezines.

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