

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS**

**A**

**COURSE OUTLINE**

**FOR**

**WORLD LANGUAGE**

**ITALIAN -GRADE 6**

**WLA 631**

**WLA 635**

**APPROVED BY THE  
BOARD OF EDUCATION**

**January 24, 2013**

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Revised: August 2008  
Last Revised: January 2013

**SEQUENCING OF THE FIRST YEAR OF STUDY OF A WORLD LANGUAGE**

In Parsippany-Troy Hills students will continue the study of or begin a new language in the sixth grade. Students will be taking the language every day on a rotating marking period schedule for an equivalent of half a year of study. For example, a student may have World Language marking periods 1 and 3 or marking periods 2 and 4. Irrespective of the assigned marking periods, the student will meet every day during the two marking periods equaling a half year of study. This study will be followed by a full year in both the seventh and eighth grades. For the middle school learner, completion of this course of study – sixth, seventh, and eighth grade – will result in a solid foundation in the chosen language and will be the equivalent of what is considered to the first year of a world language.

**RATIONALE**

The World Language Program of Parsippany-Troy Hills is a sequential grade K-12 program that is based upon specific proficiencies that were developed as a result of a national movement, which, 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 therefore be explored at virtually any level of proficiency in a spiraling fashion. For example, the topic of “family” can be discussed differently at various levels of proficiencies. Beginning students might be able to identify family members by relationship, but say very little else about them. At the next plateau the student might give a brief description of family members according to their relationship and their physical characteristics, whereas speakers at a higher level can talk about their family members in detail, providing accurate descriptions that incorporate physical attributes as well as personalities, interests, likes and dislikes. Thus the depth and the sophistication with which a topic 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. The following descriptions of a Novice learner are the expectations cited by ACTFL for a beginning course in a world language.

According to ACTFL, learners at the Novice-Low level are described as:

***-Writers at the Novice-Low level are able to form letters in a system and can copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.***

***-Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.***

In other words, the novice-low learner uses mostly written/spoken words and word lists with the occasional use of simple phrases and formulaic sentences.

## **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

The curriculum for sixth grade is divided into four instructional units with overlapping aims based on the Standards of Proficiencies as set forth by ACTFL (*American Council for the Teaching of Foreign Languages*) for **novice-low** learners as well as those set forth in the New Jersey State Department document *New Jersey World Language Curriculum Framework* (Winter 1999). The curriculum is geared towards stated levels of competency in speaking, aural comprehension, reading, and writing.

The underlying standard for this curriculum is Standard 7.1.

*7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

Consistent with the recommendations of the *World Language 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 every day topics relevant to the student. Also fostered is an awareness and knowledge of the culture of countries, where the target language is spoken through an increased use of authentic materials such as, magazines, travel schedules, menus, advertisements, etc. Students learn to engage in two-way communication in each topic area, asking and responding to questions, making comments and expressing feelings, using given vocabulary and phrases. They may also learn underlying grammatical features and structures, relevant to the particular topic and target language, to make possible grammatically accurate, original comments. Built into each unit is an attention to a relevant body of cognates, enabling students to acquire a great number of significant and immediately usable vocabulary. Each unit will involve listening, speaking, reading, and writing. In addition, each unit will take into account special days in the national calendar as well as special days in calendar of the target culture. Some units will be designed, adapted, or expanded to reflect integrated themes in other subject areas such as Language Arts, Science, Mathematics, and Social Studies so that students will have a foundation to discuss these topics in the target language.

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

**COURSE NO: WLA630/635**

**TITLE: ITALIAN – GRADE 6**

**The students will be able to:**

1. identify and locate the country of the target language on a map.
2. interpret and produce phonemes of the target language accurately.
3. identify and utilize cognates with English.
4. identify and supply vocabulary for colors, shapes, objects, school, and numbers.
5. greet others and introduce self in a style appropriate to the culture of the target language.
6. provide and solicit general introductory information about self and others.
7. compare and contrast their school with that of students in the target culture.
8. discuss likes and dislikes regarding school.
9. identify and supply vocabulary for the calendar year.
10. identify and supply vocabulary for weather and seasons.
11. identify and supply vocabulary for animals.
12. identify and supply vocabulary for parts of the body.
13. identify and supply vocabulary for physical characteristics.
14. describe animals and others according to parts of the body and physical characteristics.

**WORLD LANGUAGES  
GRADING PROCEDURES - GRADES 6-8**

**Daily Performance/Assessments 40%**

Which may include but are not limited to:

- Taking notes
- Listening comprehension
- Active engagement in class activities
- Participation in class discussions
- Working individually and cooperatively with others to achieve class goals
- Participating in Peer Editing
- Do Now responses
- Exit Tickets
- Homework

**Long and short term Assessments 60%**

Which may include but are not limited to:

- Tests
- Quizzes
- Projects
- Writing Assignments
- Formal individual presentations
- Formal group presentations

**Middle School**

- At the middle school level, each quarterly exam shall count as one regular test/major assessment in the marking period.

**COURSE GOALS and TOPICS**

<b>UNITS OF STUDY</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>STANDARDS</b>
UNIT 1 – GETTING TO KNOW ME	<ul style="list-style-type: none"> <li>Why do people from different cultures sometimes say and do things differently from the way I do?</li> </ul>	<ul style="list-style-type: none"> <li>Learning a different language or culture leads to greater understanding of ones own.</li> </ul>	7.1
UNIT 2 – SCHOOL	<ul style="list-style-type: none"> <li>How are culture perspectives (attitudes, values, and beliefs) reflected in a cultures products and social practices?</li> </ul>	<ul style="list-style-type: none"> <li>Cultural perspectives are gained by the language and through experiences with its products and practices.</li> </ul>	7.1
UNIT 3 - WEATHER	<ul style="list-style-type: none"> <li>How can weather affect culture?</li> </ul>	<ul style="list-style-type: none"> <li>Geography influences the culture and communication patterns of people.</li> </ul>	7.1
UNIT 4 – PETS	<ul style="list-style-type: none"> <li>How do I describe animals in the target language?</li> </ul>	<ul style="list-style-type: none"> <li>Pets are often similar amongst cultures.</li> </ul>	7.1

**Unit 1 – Getting to Know Me**

**Essential Question:** Why do people from different cultures sometimes say and do things differently from the way I do?

**Enduring Understanding:** Learning a different language or culture leads to greater understanding of ones own.

<b>PROFICIENCIES/OBJECTIVES</b> Course proficiencies identified in parentheses.	<b>NJCCCS</b>	<b>NJCCCS for Tech. Literacy</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATION/ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>I. GETTING TO KNOW ME</b>					
<b>The student will be able to:</b>			<b>Students will:</b>		
1. identify and locate the country of the target language on a map. (1)	7.1.NM.A.2 7.1.NM.B.3	8.1.8.B.1	<ul style="list-style-type: none"> <li>locate Italy through the use of Google Earth, or a world map.</li> </ul>	Teacher observation	
2. interpret and produce phonemes of target language accurately. (2)	7.1.NM.A.2 7.1.NM.B.3 7.1.NM.C.1		<ul style="list-style-type: none"> <li>listen to/repeat recording of or teacher pronunciation of alphabet; alphabet bingo; say it/show it- show appropriate letter card for sound given; alphabet song</li> </ul>	Forced-choice, open-ended, dictation, relay spelling bee	Distribute pronunciation keys; quick hands vowel game (students quickly hold up matching vowel-model and then allow independent responses); whiteboards, students will write letter or word given.  whiteboards, students write corresponding # to aural cue  use STAMP rubric (see Appendix B)  emotions, avere: io ho un mal di testa



<b>PROFICIENCIES/OBJECTIVES</b> Course proficiencies identified in parentheses	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<b>I. GETTING TO KNOW ME (continued)</b>					
<b>The student will be able to:</b>			<b>Students will:</b>		
3. identify/supply vocabulary for colors (4)	7.1.NM.A2 7.1.NM.C.1, 2 7.1.NM.B.3	8.1.8.A.4	be introduced to colors via visuals (PowerPoint presentation or visual cues)	Forced-choice, open-ended, students write/say word corresponding to cue	Whiteboards, students write corresponding number to aural cue
4. identify/supply vocabulary for shapes (4)	7.1.NM.A.2 7.1.NM.B.3		<ul style="list-style-type: none"> <li>be introduced to shapes via visuals (PowerPoint or visual cues)</li> </ul>	Forced-choice, open-ended Sts write/say word corresponding to cue	
5. identify and supply appropriate vocabulary for numbers 1-100 (4)	7.1.NM.A.2, 3 7.1.NM.B.3, 4 7.1.NM.C.1, 2		<ul style="list-style-type: none"> <li>be introduced to numbers 1-100 via visual/aural cues; participate in counting/ball game</li> </ul>	Bingo	
6. introduce self and others/solicit general, introductory information about others. (5, 6)	7.1.NM.A.1, 3, 6 7.1.NM.B.1-4 7.1.NM.C.2, 3		<ul style="list-style-type: none"> <li>observe a model of typical introductory conversation; as class/in pairs students will role-play greeting each other; create introductory dialogue to present to class</li> </ul>	Students will generate hypotheses about model; students will evaluate/revamp as more information is shared; student responses/presentations/performances (speaking rubric may be used)	Emotions: -name -where one is from/where one lives -age -how you are feeling (using states of being; ex: <i>I have a headache.</i> )

## Unit 2 – School

**Essential Question:** How are culture perspectives (attitudes, values, and beliefs) reflected in a cultures products and social practices?

**Enduring Understanding:** Cultural perspectives are gained by the language and through experiences with its products and practices.

PROFICIENCIES/OBJECTIVES Course proficiencies identified in parentheses	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<b>II. SCHOOL</b>					
<b>The student will be able to:</b>			<b>Students will:</b>		
7. identify/supply vocabulary for classroom objects. (4, 7)	7.1.NM.A.1-3 7.1.NM.C.1, 2 7.1.B.3, 4	8.1.8.A.4	<ul style="list-style-type: none"> <li>supply vocabulary according to visual prompt; label classroom objects</li> </ul>	Forced-choice and open-ended; draw and label objects	indefinite articles; quick hands game  <i>l'aula ha</i> <i>hay</i> <i>ser</i>  basic, frequently used commands, <i>open your notebooks, sit down, etc.</i> <i>piacere</i> <i>gustar</i>  see checklist rubric (Appendix B); may want to read an article on school life in Italy (grading system, times, etc.)
8. describe classroom according to objects. (4, 7)	7.1.NM.A.1-3 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.B.3 7.1.NM.B.4	8.1.8.A.5	<ul style="list-style-type: none"> <li>orally describe their classroom; interpret aural description drawing a corresponding picture</li> </ul>	Student responses to teacher questions	<i>hay</i> <i>ser</i>
9. respond to teacher commands and use classroom expressions (4)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.B.1-4 7.1.NM.C.4		<ul style="list-style-type: none"> <li>physically respond to teacher commands (TPR); participate in Simon says</li> </ul>	Student responses to commands	basic, frequently used commands, <i>open your notebooks, sit down, etc.</i>

<b>PROFICIENCIES/OBJECTIVES</b> Course proficiencies identified in parentheses	<b>NJCCCS</b>	<b>NJCCCS for Tech. Literacy</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATION/ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>II. SCHOOL</b>					
<b>The student will be able to:</b>			<b>Students will:</b>		
10. identify class subjects (4)	7.1.NM.A.1-3 7.1.NM.C.1, 2 7.1.NM.B.3, 4	8.1.8.A.4 8.1.12.A.5	<ul style="list-style-type: none"> <li>identify cues (flashcards) according to subject/match class subjects with pictures</li> <li>compare/contrast student schedules with those of target culture online.</li> </ul>	Forced-choice, open-ended	
11. discuss classes liked or disliked (8)	7.1.NM.A.1-3 7.1.NM.C.1, 2 7.1.NM.B.3, 4	8.1.8.A.4	<ul style="list-style-type: none"> <li>list likes and dislikes, interview partner, report and record responses as a class</li> <li>read and discuss article on school life on L2 culture.</li> </ul>	collect and review student list; monitor student interviews; tally reports as class (spreadsheets/graphs)	

## Unit 3 – Weather

**Essential Question:** How can weather affect culture?

**Enduring Understanding:** Geography influence the culture and communication patterns of people.

PROFICIENCIES/OBJECTIVES Course proficiencies identified in parentheses	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<b>III. SEASONS/WEATHER</b>					
<b>The student will be able to:</b>			<b>Students will:</b>		
11. identify/supply vocabulary for days of the week & months of the year. (9)	7.1.NM.A.2 7.1.NM.B.3 7.1.NM.C.1, 2		<ul style="list-style-type: none"> <li>matching months to order</li> </ul>	Forced-choice and open-ended; matching worksheet	<i>Oggi è...</i> <i>Domani è...</i> <i>Ieri era...</i> generate chart/graphic organizer basic weather expressions ( <i>fa...</i> , <i>c'è...</i> ) may want to discuss weather in Italy highlight use of Celsius in lieu of Fahrenheit
12. identify/supply vocabulary for seasons. (10)	7.1.NM.A.2, 4 7.1.NM.B.3, 4 7.1.NM.C.1, 2	8.1.8.A.4	<ul style="list-style-type: none"> <li>categorize months by season</li> </ul>	Forced-choice, open-ended; visual organizer	generate chart/graphic organizer
13. identify/supply weather expressions. (10)	7.1.NM.A.2, 4 7.1.A.4 7.1.NM.B.3, 4 7.1.NM.C.1, 2		<ul style="list-style-type: none"> <li>be introduced to vocabulary through visual (PowerPoint); categorize weather according to corresponding season; student produced multi-media project about typical weather and seasons typical to the target country</li> </ul>	Forced-choice, open-ended; visual representation/int erpretation seasons (evaluate use of correct expressions for visuals); rubric for PowerPoint	Basic weather expressions ( <i>hace...</i> , <i>hoy...</i> ) may want to discuss weather in SS countries Highlight use of Celsius in lieu of Fahrenheit

PROFICIENCIES/OBJECTIVES Course proficiencies identified in parentheses	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<b>IV. PETS (describing others)</b>					
<b>The student will be able to:</b>			<b>Students will:</b>		
14. identify/supply vocabulary for animals. (11)	7.1.NM.A.2, 4 7.1.NM.B.3, 4 7.1.NM.C.1, 2	8.1.8.A.4	<ul style="list-style-type: none"> <li>supply vocabulary according to visual prompt; label animal pictures</li> </ul>	Forced-choice and open-ended, labeled picture of animal	flash cards, PowerPoint, whiteboards; discuss animals unique to Italy; TPR  <i>avere</i>  noun/adjective agreement  <i>essere</i>  novice-low STAMP rubric for writing/speaking (see Appendix B).
15. identify/supply vocabulary for parts body. (12)	7.1.NM.A.2, 4 7.1.NM.B.3, 4 7.1.NM.C.1, 2		<ul style="list-style-type: none"> <li>sing head, shoulders, knees and toes in TL; Simon says; draw/label (alien) picture; describe picture to class</li> </ul>	Forced-choice, open-ended; evaluation of labeled picture and student description to class	
16. identify/supply vocabulary for physical characteristics ( <i>big, small, etc.</i> ) (13)	7.1.NM.A.3 7.1.NM.B.1-4	8.1.8.A.5	<ul style="list-style-type: none"> <li>identify cues according to physical characteristics; use famous people of L2 culture or animals (native to land); Pictionary®/charades</li> </ul>	Student response to cues	
17. describe appearance/physical characteristics of animals. (11, 13, 14)	7.1.NM.A.3 7.1.NM.B.1-4		<ul style="list-style-type: none"> <li>choose an animal and write and present description (guess who)</li> </ul>	Evaluation of oral and written proficiency with the use of rubric; collection and	

				evaluation of student guesses on Guess Who® game	
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**Unit 3 – Pets**

**Essential Question:** How do I describe animals in the target language?

**Enduring Understanding:** Pets are often similar amongst cultures.

**BIBLIOGRAPHY****MATERIALS**

The media centers at the middle schools provide a wide range of materials to enhance and enrich the World Languages 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>

**TEXTBOOKS**

Branciforte, S. and Grassi, A. *Parliamo Italiano* –Second Edition.

Giuliano, C. *Italian is Fun.* –Book 1.

Federici, C. and Riga, C. *Ciao* – Sixth Edition.

Sedunary, Michael, and Nancy Posterino. *Ecco!* Sydney i.e. Port Melbourne, Vic.: Pearson Heinemann, 2008. Print.

Posterino, Nancy. *Ecco! Due: Teacher's Resource and Assessment Kit.* Port Melbourne, Vic.: Pearson Education, 2009. Print.

**BIBLIOGRAPHY** (cont'd.)**SUPPLEMENTAL TEXTBOOK MATERIALS**

Bertoni, S. and Lorenzi, F. *Authentik in italiano*. Dublin, Ireland: Authentik Language Learning Resources Ltd., 2000.

Danesi, M. *Italian Now! - Level 1*. Hauppauge, New York: Barron's Educational Series, Inc., 2005.

Lazzarino, G., Aski, J., Dini, A., and Peccianti, M. *Prego!* –Fifth Edition. New York, New York: The McGraw-Hill Companies, Inc., 2000.

Robbins, E. and Ashworth, K. *Discovering Languages: Italian*. New York, New York: Amsco School Publications, Inc., 1995.

Sanchez, J., Sanz, C., Gori, G., and Valenti, G. *Giocando in italiano*. Druckhaus, Berlin: Langenscheidt KG, 1997.

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*Oggi Italia*. Eli Magazines. 2009, Issues 1-6.

*Tutti Insieme*. Eli Magazines. 2009, Issues 1-6.

*Ragazzi*. Eli Magazines. 2009, Issues 1-6.

**RESOURCES**

Friend, M. and Bursuck, W. *Including Students with Special Needs*- Third Edition. Boston, Massachusetts: A Pearson Education Company, 2002.

Mollica, A. *Teaching and Learning Languages*. Welland, Canada: Soleil Publishing Inc, 1998.

Shrum, J. and Glisan, E. *Teacher's Handbook*- Second Edition. Boston, Massachusetts: Heinle, 2000.

*Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. National Standards in Foreign Language Education Project, 1999.

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>

**WEBSITES**

The American Association of the Teachers of Italian: <http://www.italianstudies.org/aati/>

Italian Cultural Institutes in the United States: <http://www.italcultny.org>

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

- Games and additional activities: [www.quia.com](http://www.quia.com)

- Weather and Forecasts: [www.ilmeteo.it](http://www.ilmeteo.it)

- Travel and Regions: [www.regioni-italiane.com](http://www.regioni-italiane.com)

*BBC Languages* - <http://www.bbc.co.uk/languages/>

**APPENDIX A**  
**SAMPLE AUTHENTIC ASSESSMENT**



## SAMPLE AUTHENTIC ASSESSMENT

### I. MEET & GREET

**Objective:** SWBAT create and present a typical introductory conversation.

**Task:** You have just arrived at your host school in Italy. You should introduce yourself and make the acquaintance of at least one new student.

**Procedure:** Students will observe a model(s) of a typical introductory conversation. In pairs, students will create a typical, introductory dialogue, which they will present to the class.

Students will use model dialogues and previously acquired vocabulary to prepare their conversations.

Students will need to incorporate at least four questions and answers in their dialogues.

**Assessment:** Teacher evaluation and self-assessment using teacher-prepared rubric.

## MEET & GREET RUBRIC

(as suggested by and adapted from STAMP)

TEXT TYPE		COMPREHENSIBILITY		LANGUAGE CONTROL	
<b>Simple Sentences:</b> simple or formulaic sentences; mostly simple basic expressions.	<b>S+</b>	Easily comprehended by a sympathetic listener or reader; occasional influence of L1 on L2.	<b>S+</b>	Errors are rare and do NOT interfere with meaning.	<b>S+</b>
<b>Phrases:</b> phrases and/or repeated simple sentences.	<b>S</b>	Comprehended with effort; heavy influence of L1 on L2	<b>S</b>	Errors, while present, do not interfere with overall meaning.	<b>S</b>
<b>Words:</b> words or list of word; use of simple or formulaic phrases.	<b>W</b>	Mostly incomprehensible; extreme influence of L1 on L2.	<b>W</b>	Errors occur often and throughout/ Errors show a clear lack of control.	<b>W</b>

**S+ Very Strong; S Strong; W Weak**

## **II II. WHAT DO WE HAVE IN COMMON?**

**Objective:** Students will be able to ask and answer questions about their likes and dislikes in regard to class subjects in Italian..

**Task:** In pairs, students will interview one another to discover which classes each likes. Then, as a class, students will report the results which will be tallied and recorded on a spreadsheet. Students will generate and interpret a chart/graph based on their spreadsheets.

**Procedure:** Students will interview their partners in Italian and record responses on a chart. Then, teacher will facilitate the reporting of all students responses which will be recorded as a class on a spreadsheet.

Students will interpret spreadsheet and then generate charts based on their interpretations. Student will write a simple explanation of their chart in Italian.

**Assessment:** Teacher evaluation of interview and chart (See checklist below).

**WHAT DO WE HAVE IN COMMON – CHECKLIST/GRADING SCALE**


CRITERIA	POINTS	EVALUATION	
		SELF	TEACHER
<b>Results</b> Student completed sheet of partner's likes/dislikes	_____ /10		
<b>Report</b> Student answered teacher prompts about his/her partner. Students record outcomes of all interviews. (spreadsheet)	_____ /10		
<b>Chart/Graph</b> Student generated graph of class results. Graph is neat, organized and contains accurate information.	_____ /10		
<b>Paragraph</b> Student description and interpretation of graph. Paragraph is neat, accurate and contains few, if any, errors.	_____ /20		
		<b>additional comments/feedback:</b>	
<b>TOTAL</b> _____ /50			

**APPENDIX B**  
**SELF ASSESSMENT**

# WORK FOLDER SELF-REFLECTION

Date \_\_\_\_\_


TASK: \_\_\_\_\_

 Please explain, **in detail**, the assignment/task/project. What is it?

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 What was something (*spelling, appropriate verb endings, sentence variety*, etc) from a previous assignment that you wanted **to improve** (see question 4 on your previous work folder entry)? Did you successfully do so and how? (Please provide a concrete example from your work that illustrates the improvement).

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 What did you do well on this task? Again, **be specific** (e.g., I made good use of previously learned and current vocabulary; I had no spelling errors; I had no mistakes with grammar (specify grammar according to current project—e.g., I always had correct verb endings)).

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 What might you do differently next time to make it even better? Again, **be specific** (e.g., I will spend more time reviewing and proofreading to avoid careless spelling errors).

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 Other comments. How does this project relate to a real world application (e. g., how do you foresee using what you learned on this project later in your travels or life experiences?) What did you like or dislike about this project?

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CRITERIA	POINTS	EVALUATION	
		SELF	TEACHER
To be determined by project requirements (see example in Appendix A for suggested criteria)	_____ /10		
	_____ /10		
	_____ /10		
	_____ /20		
		additional comments/feedback:	
<b>TOTAL</b>	_____ /50		

**APPENDIX C**

**NEW JERSEY CORE CONTENT CURRICULUM STANDARDS  
WORLD LANGUAGES**



# 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:

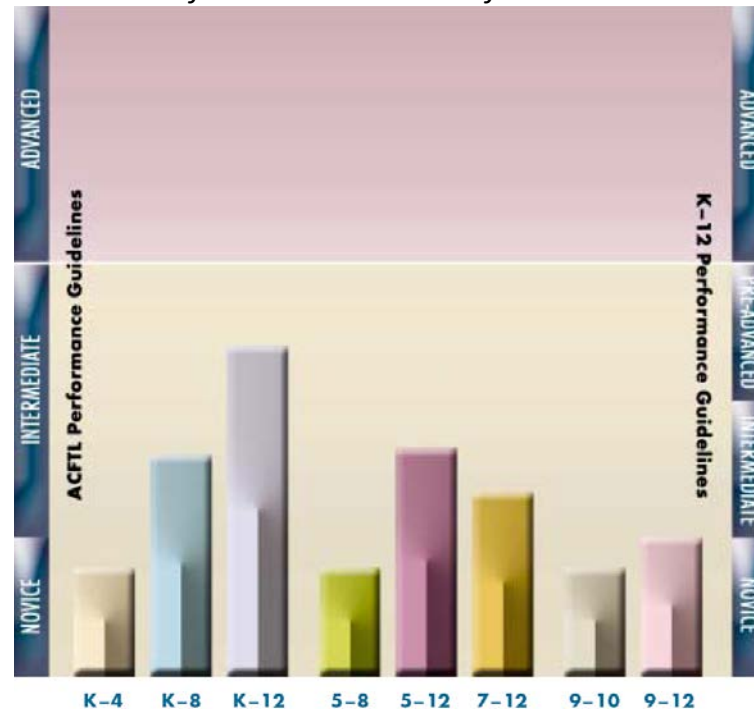
- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students 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.

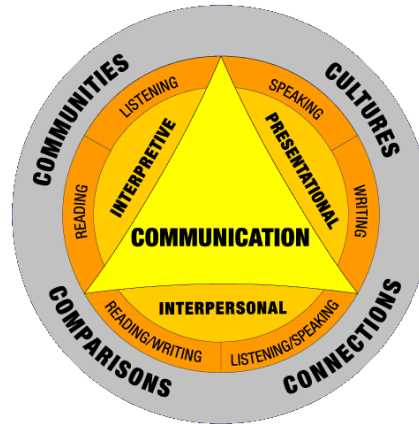
### Revised Standard

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; other 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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<b>Content Area</b>	World Languages		
<b>Standard</b>	<b>7.1 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.		
<b>Strand</b>	<b>A. <a href="#">Interpretive Mode</a></b>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-Mid</a>	<p><b>Linguistic:</b></p> <ul style="list-style-type: none"> <li>The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <a href="#">independently</a> identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</li> </ul> <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 products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</li> <li>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.)</li> </ul>	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
		7.1.NM.A.3	Recognize a few common gestures and <a href="#">cultural practices</a> associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.

	<ul style="list-style-type: none"> <li>○ 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.)</li> <li>○ 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>.)</li> <li>○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> </ul>		
<a href="#">Novice-High</a>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> <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>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> </ul>	<p>7.1.NH.A.1</p> <p>7.1.NH.A.2</p> <p>7.1.NH.A.3</p> <p>7.1.NH.A.4</p> <p>7.1.NH.A.5</p> <p>7.1.NH.A.6</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>Recognize some common gestures and <a href="#">cultural practices</a> associated with target culture(s).</p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a>.</p>

	<ul style="list-style-type: none"><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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</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, pastimes schedules, and travel.)</li><li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current</li></ul>		
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	<p>information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> <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><a href="#">Intermediate-Low</a></p>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences <a href="#">independently</a></i> 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>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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology,</li> </ul>	<p>7.1.IL.A.1</p> <p>7.1.IL.A.2</p> <p>7.1.IL.A.3</p> <p>7.1.IL.A.4</p> <p>7.1.IL.A.5</p> <p>7.1.IL.A.6</p> <p>7.1.IL.A.7</p> <p>7.1.IL.A.8</p>	<p>Identify the main idea and most supporting details contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and <a href="#">cultural practices</a>) in the target culture(s) and in one’s own culture.</p> <p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a>.</p> <p>Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>Compare and contrast unique linguistic elements in English and the target language.</p>

	<p>history, social sciences, the visual and performing arts, and world literature.)</p> <ul style="list-style-type: none"><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, pastimes schedules, and travel.)</li><li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li><li>○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should</li></ul>		
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	include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
<a href="#">Intermediate-Mid</a>	<p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences independently</i> 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>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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</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>	7.1.IM.A.1	Compare and contrast information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
		7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <a href="#">cultural practices</a> ) in the target culture(s) to determine the meaning of a message.
		7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
		7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
		7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .
		7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
		7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

	<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 practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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>		
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs independently</i> 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> </ul>	<p>7.1.IH.A.1</p> <hr/> <p>7.1.IH.A.2</p> <hr/> <p>7.1.IH.A.3</p>	<p>Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to a variety of familiar and some unfamiliar topics.</p> <hr/> <p>Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p> <hr/> <p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading,</p>



	<ul style="list-style-type: none"> <li>○ Infer meaning of unfamiliar words in new contexts.</li> <li>○ Infer and interpret author’s intent.</li> <li>○ Identify some cultural perspectives.</li> <li>○ Identify the organizing principle in written and oral text.</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 perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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> <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,</li> </ul>		<p>negotiating, or offering advice) in the target culture(s) and in one’s own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.6 Analyze and critique readings from <a href="#">culturally authentic materials</a>.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>
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	<p>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.)</p> <ul style="list-style-type: none"> <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>		
<p><a href="#">Advanced-Low</a></p>	<p><b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse independently</i> 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 perspectives.</li> <li>○ Identify the organizing principle in written and oral text.</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 perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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</li> </ul>	<p>7.1.AL.A.1</p> <p>7.1.AL.A.2</p> <p>7.1. AL.A.3</p> <p>7.1.AL.A.4</p> <p>7.1.AL.A.5</p> <p>7.1.AL.A.6</p> <p>7.1.AL.A.7</p> <p>7.1.AL.A.8</p>	<p>Analyze and critique the validity of <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>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</a> settings.</p> <p>Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how <a href="#">cultural perspectives</a> are reflected in <a href="#">cultural products</a> and <a href="#">cultural practices</a>.</p> <p>Evaluate, from multiple <a href="#">cultural 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.</p> <p>Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>Analyze and critique readings on less familiar topics using a variety of <a href="#">culturally authentic texts</a> and genres.</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>Analyze elements of the target language that do not have a comparable linguistic element in English.</p>

	<p>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 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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<b>Content Area</b>	World Languages
<b>Standard</b>	<b>7.1 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.
<b>Strand</b>	<b>B. <a href="#">Interpersonal Mode</a></b>

Proficiency Level	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<a href="#">Novice-Mid</a>	<p><b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <i>use memorized words and phrases independently</i> 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>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 products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>○ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</li> <li>○ 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.)</li> <li>○ 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,</li> </ul>	7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
		7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

	<p>food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <ul style="list-style-type: none"> <li>○ 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>).</li> <li>○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> </ul>		
<p><a href="#">Novice-High</a></p>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences independently</i> 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 opinion and preference.</li> </ul> </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</li> </ul>	<p>7.1.NH.B.1</p> <p>7.1.NH.B.2</p> <p>7.1.NH.B.3</p> <p>7.1.NH.B.4</p> <p>7.1.NH.B.5</p>	<p>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>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>Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p>

	<p>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>.)</p> <ul style="list-style-type: none"> <li>○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</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, pastimes, schedules, and travel.)</li> <li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and</li> </ul>		
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	<p>migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> <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>		
<a href="#">Intermediate-Low</a>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences independently</i> 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 opinion and preference.</li> </ul> </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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> </ul>	7.1.IL.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
		7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

	<ul style="list-style-type: none"><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, pastimes, schedules, and travel.)</li><li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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>		
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<p><a href="#">Intermediate-Mid</a></p> <p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences independently</i> 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 opinion and preference.</li> </ul> </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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</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>	7.1.IM.B.1	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.
	7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
	7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
	7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

	<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 practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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>		
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> <li>○ Infer meaning of unfamiliar words in new contexts.</li> <li>○ Identify some cultural perspectives.</li> <li>○ Narrate and describe across a wide-range of topics.</li> <li>○ Compare and contrast.</li> </ul>	<p>7.1.IH.B.1</p> <p>7.1.IH.B.2</p> <p>7.1.IH.B.3</p> <p>7.1.IH.B.4</p>	<p>Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>

	<ul style="list-style-type: none"> <li>○ Offer and support opinions.</li> <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> <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 perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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> <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</li> </ul>	7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
		7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

	<p>development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> <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>		
<p><b>Advanced-Low</b></p>	<p><b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> <li>○ Infer meaning of unfamiliar words in new contexts.</li> <li>○ Identify some cultural perspectives.</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>○ Make and change plans.</li> <li>○ Offer advice.</li> <li>○ Handle a situation with a complication.</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 perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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> </ul>	<p>7.1.AL.B.1</p> <p>7.1.AL.B.2</p> <p>7.1.AL.B.3</p> <p>7.1.AL.B.4</p> <p>7.1.AL.B.5</p> <p>7.1.AL.B.6</p>	<p>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>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>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>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>Use language in a variety of settings to further personal, academic, and career goals.</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, 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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<b>Content Area</b>	World Languages		
<b>Standard</b>	<b>7.1 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.		
<b>Strand</b>	C. <a href="#">Presentational Mode</a>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-Mid</a>	<p><b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <i>use memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> <li>○ Make lists.</li> <li>○ State needs and preferences.</li> <li>○ Describe people, places, and things.</li> </ul> <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 products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>○ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</li> <li>○ 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</li> </ul>	7.1.NM.C.1	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 virtually with a target language audience.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
		7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).

	<p>life, places in the community, activities within the community, and travel.)</p> <ul style="list-style-type: none"> <li>○ 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.)</li> <li>○ 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>.)</li> <li>○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> </ul>		
<p><a href="#">Novice-High</a></p>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> <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 opinion and preference.</li> <li>▪ Request and suggest.</li> </ul> </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> </ul>	<p>7.1.NH.C.1</p> <p>7.1.NH.C.2</p> <p>7.1.NH.C.3</p> <p>7.1.NH.C.4</p> <p>7.1.NH.C.5</p>	<p>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 virtually with a target language audience.</p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>Describe in <a href="#">writing</a> people and things from the home and school environment.</p> <p>Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.</p> <p>Tell or write about <a href="#">cultural products</a> associated with the target culture(s), and simulate common <a href="#">cultural practices</a>.</p>

	<ul style="list-style-type: none"><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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</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, pastimes, schedules, and travel.)</li><li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li></ul>		
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	<ul style="list-style-type: none"> <li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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><a href="#">Intermediate-Low</a></p>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences independently</i> 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 opinion and preference.</li> <li>▪ Request and suggest.</li> </ul> </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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding</li> </ul>	<p>7.1.IL.C.1</p> <p>7.1.IL.C.2</p> <p>7.1.IL.C.3</p> <p>7.1.IL.C.4</p> <p>7.1.IL.C.5</p> <p>7.1.IL.C.6</p>	<p>Use knowledge about <a href="#">cultural products</a> and <a href="#">cultural practices</a> to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>Compare and contrast age- and level-appropriate <a href="#">culturally authentic materials</a> orally and in writing.</p> <p>Compare and contrast <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.</p> <p><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>.</b></p>

	<p>should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <ul style="list-style-type: none"><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, pastimes, schedules, and travel.)</li><li>○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li><li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li></ul>		
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	<ul style="list-style-type: none"> <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>		
<a href="#">Intermediate-Mid</a>	<p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences independently</i> 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 opinion and preference.</li> <li>▪ Request and suggest.</li> </ul> </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 products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</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>7.1.IM.C.1</p> <p>7.1.IM.C.2</p> <p>7.1.IM.C.3</p> <p>7.1.IM.C.4</p> <p>7.1.IM.C.5</p>	<p>Synthesize information related to the <a href="#">cultural products</a>, <a href="#">cultural practices</a>, and <a href="#">cultural perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a>.</p> <p>Compare the <a href="#">cultural perspectives</a> of the target culture(s) with those of one’s own culture, as evidenced through the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with each.</p>

	<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 practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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>		
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> <li>○ Synthesize written and oral text.</li> <li>○ Identify some cultural perspectives.</li> <li>○ Narrate and describe across a wide-range of topics.</li> </ul>	7.1.IH.C.1	Explain and compare how a <a href="#">cultural perspective</a> led to the development of a <a href="#">cultural product</a> or <a href="#">cultural practice</a> in the target culture(s) and in one’s own culture, through a <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
		7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect <a href="#">cultural perspectives</a> associated with the target culture(s).

<ul style="list-style-type: none"> <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><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 perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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> <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</li> </ul>	7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
	7.1.IH.C.4	Explain the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a> .
	7.1.IH.C.5	Explain <a href="#">cultural perspectives</a> associated with the target culture(s), as evidenced by the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s), and compare these perspectives with those of one’s own culture.
	7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

	<p>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.)</p> <ul style="list-style-type: none"> <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>		
<p><a href="#">Advanced-Low</a></p>	<p><b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> <li>○ Synthesize written and oral text.</li> <li>○ Identify some cultural perspectives.</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><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 perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</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> </ul>	<p>7.1.AL.C.1</p> <p>7.1.AL.C.2</p> <p>7.1.AL.C.3</p> <p>7.1.AL.C.4</p> <p>7.1.AL.C.5</p> <p>7.1.AL.C.6</p>	<p>Create a research-based <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.</p> <p>Create a research-based analysis of a current global problem/issue showing <a href="#">cultural perspectives</a> associated with the target culture(s) and another world culture.</p> <p>Use language creatively in writing for personal, career, or academic purposes.</p> <p>Compare and contrast the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.</p> <p>Analyze how <a href="#">cultural perspectives</a> about a specific <a href="#">cultural product</a> or <a href="#">cultural practice</a> associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.</p> <p>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>

	<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, 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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**HOW TO SELECT CULTURALLY AUTHENTIC MATERIALS BASED ON PROFICIENCY LEVEL**

**NOVICE-MID TEXTS**

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

### **NOVICE-HIGH TO INTERMEDIATE-MID TEXTS**

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

### **INTERMEDIATE-HIGH TEXTS**

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

### **ADVANCED-LOW TEXTS**

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

#### **Suggested culturally authentic texts for interpretive reading tasks:**

##### **Novice-Mid Level**

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

##### **Novice-High Through Intermediate-Mid Level**

In addition to the above Novice-Mid level texts:



- Advice columns
- Photo stories with captions
- Simple stories

#### **Intermediate-High Level**

In addition to all above texts:

- Authentic short stories
- Contextualized comic strips
- Essays or editorials from newspapers
- Personal letters

#### **Advanced-Low Level**

In addition to all above texts:

- Editorials
- Novels

#### **Suggested culturally authentic texts for interpretive listening/viewing tasks:**

##### **Novice-Mid Level**

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

##### **Novice-High Through Intermediate-Mid Level**

In addition to the above Novice-Mid level texts:

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

##### **Intermediate-High Level**

In addition to all above texts:

- Contextualized animated cartoons
- Television shows on familiar topics

##### **Advanced-Low Level**

In addition to all above texts:

- Full-length movies

**WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS\***

**TEXT TYPE**

**Quantity of Language Produced**

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

**LANGUAGE CONTROL**

**Grammatical Accuracy**

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

**VOCABULARY USE**

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

					Employs generic vocabulary
<b>COMMUNICATION STRATEGIES</b>					
Techniques to understand and to be understood					
As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.					
<b>INTERPRETIVE</b>					
<b>NOVICE-MID</b>	<b>NOVICE-HIGH</b>	<b>INTERMEDIATE-LOW</b>	<b>INTERMEDIATE-MID</b>	<b>INTERMEDIATE-HIGH</b>	<b>ADVANCED-LOW</b>
<p>Identifies a limited number of cognates and loanwords to aid comprehension</p> <p>Uses visual cues to aid comprehension</p> <p>Uses background experience to enhance comprehension</p>	<p>Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Skims and scans</p> <p>Infers meaning of some unfamiliar words to aid comprehension</p> <p>Predicts</p>	<p>Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension</p> <p>Infers meaning of unfamiliar words to aid comprehension</p> <p>Uses contextual clues</p> <p>Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension</p> <p>Rereads</p> <p>May paraphrase when reading or listening; asks questions of self about text</p> <p>Identifies type of text (narrative, expository, persuasive)</p> <p>Synthesizes</p> <p>Summarizes</p>	<p>Uses knowledge of own culture and target culture to deduce meaning</p> <p>Derives meaning by examining familiar and unfamiliar structures</p> <p>Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension</p>	<p>Identifies the organizing principle(s) of oral or written text</p> <p>Infers and interprets the intent of the author</p>	<p>Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations</p>

		Evaluates  Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)			
<b>INTERPERSONAL</b>					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners</p>	<p>Generally, but not always:</p> <p>Asks for clarification</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>	<p>Minimally:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses limited circumlocution</p> <p>Self-corrects when not understood</p> <p>Repeats and asks for repetition</p> <p>Paraphrases</p> <p>Imitates modeled words</p> <p>States lack of understanding</p> <p>Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives</p>	<p>Consistently:</p> <p>Asks for clarification</p> <p>Uses some cohesive devices</p> <p>Uses circumlocution</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>	<p>Uses cohesive devices</p> <p>Probes for details in order to clarify meaning</p> <p>Uses circumlocution</p> <p>Self-corrects even when not needed for comprehension</p> <p>Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>
<b>PRESENTATIONAL</b>					

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners.</p>	<p>Generally, but not always:</p> <p>Uses limited circumlocution</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>	<p>Minimally:</p> <p>Uses limited circumlocution</p> <p>Uses some cohesive devices</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives</p>	<p>Consistently:</p> <p>Uses circumlocution</p> <p>Uses some cohesive devices</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>	<p>Uses circumlocution</p> <p>Uses cohesive devices to organize presentation</p> <p>Self-corrects even when not needed for comprehension</p> <p>Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>

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

### Annotated Glossary With Resources

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

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

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

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

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

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to assess the modes of communication. Scroll down to video #7.
- ◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view assessment in practice. Scroll down to video #30.
- ◆ Click [CAPS TOAS](#) to access Thematically Organized Assessments categorized by themes, topics, and levels of proficiency.
- ◆ Click [Wisconsin Project](#) for information related to world language assessment.

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

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

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

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

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

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

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

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

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

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

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

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

- ◆ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ◆ The perspectives provide the reason for “why they do it *that way*” and the explanation for “how can they possibly think *that*?”
- ◆ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

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

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

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

**Edutopia:** An interactive site that contains an archive of continually updated best practices.

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

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

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

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

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

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

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

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

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

◆ Click [New Jersey World Languages Curriculum Framework](#), [Eduplace](#), and [Teacher Vision](#) for examples of graphic organizers.

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

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

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

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

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

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

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

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

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

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

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

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

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.
- ◆ Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

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

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.
- ◆ Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

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

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

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

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

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

**Loan words:** Words taken from another language.



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

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

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

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

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

**New Jersey World Languages Curriculum Framework**:

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

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

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

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

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

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

**PACE Model**: A model for teaching grammar in context that consists of presentation of meaningful language, attention to form, co-construction of an explanation, and an extension activity with real-world application.

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

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

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

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

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

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

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

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.
- ◆ Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

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

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

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

- ◆ Click [CAPS Rubrics](#) to access rubrics used to rate student work from the Thematically Organized Assessments.
- ◆ Click [New Jersey World Languages Curriculum Framework](#) for additional information on rubrics.

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

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

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

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

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

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

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

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

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

**Target language:** The language being learned.

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

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

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

- ◆ **Digital Tools** in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- ◆ **Electronic Information Sources** consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- ◆ **Multimedia Rich Presentations** contain a combination of text, audio, still images, video, interactivity and animation.
- ◆ **Virtual Sharing** requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

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

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

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

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

**World Languages Framework Learning Scenarios Project:**

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

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

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

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

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

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

**APPENDIX D**

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR TECHNOLOGICAL LITERACY**

## 2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

<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>A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></b>	
<b>Grade Level Bands</b>	<b>Content Statement Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
<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.
<b>9-12</b>	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 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 a creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
<b>Grade Level Bands</b>	<b>Content Statement Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
	Apply existing knowledge to generate new ideas, products, or processes.		
<b>6-8</b>	Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<b>9-12</b>		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 Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
	Interact, collaborate, and publish with peers, experts, or others by employing a		

	variety of digital environments and media.		
<b>6-8</b>	Communicate information and ideas to multiple audiences using a variety of media and formats.	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>	Develop cultural understanding and global awareness by engaging with learners of other cultures.  Contribute to project teams to produce original works or solve problems.	8.1.12.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 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>Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
<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 to solve problems individually and collaborate and to create and communicate knowledge.</b>	

<b>Strand</b>		<b>E. Research and Information Fluency:</b> <i>Students apply digital tools to gather, evaluate and use information.</i>	
<b>Grade Level Bands</b>	<b>Content Statement</b> Students will:	<b>Indicator</b>	<b>Indicator</b>
<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 to solve problems individually and collaborate and to create and communicate knowledge.</b>	
<b>Strand</b>		<b>F. Research and Information Fluency:</b> <i>Students apply digital tools to gather, evaluate and use information.</i>	
<b>Grade Level Bands</b>	<b>Content Statement</b> Students will:	<b>Indicator</b>	<b>Indicator</b>

6-8	<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.
9-12	<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>	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

## 2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.2 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>A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		
<b>Grade Level Bands</b>	<b>Content Statement</b> Students will:	<b>Indicator</b>	<b>Indicator</b>

<b>6-8</b>	The characteristics and scope of technology.	8.2.8.A.1	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.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	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.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	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.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, relate to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	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.	8.1.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

## 2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

<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>B. Technology Operations and Concepts:</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 Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
<b>6-8</b>	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and/or experts.
		8.2.8.B.4	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.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	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.	8.2.12.B.1	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 needs and publish for review.

	The effects of technology on the environment.	8.2.12.B.2	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.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	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.2.12.B.5	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: 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>C. Design: <i>The design process is a systematic approach to solving problems.</i></b>		
<b>Grade Level Bands</b>	<b>Content Statement</b> <b>Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
<b>6-8</b>	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.

	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.
<b>9-12</b>	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 innovations 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:</b> <i>Collaborate and apply a design process to solve a simple problem from everyday experiences.</i>	
<b>Grade Level Bands</b>	<b>Content Statement</b> <b>Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
<b>6-8</b>	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	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.
		8.2.8.D.3	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.	8.2.8.D.4	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.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	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.	8.2.12.D.1	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.



		8.2.12.D.2	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.	8.2.12.D.3	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.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	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: 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>E. Computational Thinking:</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> <b>Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
<b>9-12</b>	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).