Egg Harbor City Public School World Language Curriculum

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New Jersey Core Curriculum Content
Standards
for
World Language
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Curriculum Alignment to NJSLS and NJQSAC Components

Curriculum Design:

Addressing Group (Novice Low, Mid, High) Expectations –

- Highlighted within the Lesson (Unit) Plan

→ Select Standards
→ State the Rationale (Goal)
→ Describe the Context (Objective)
→ Address a Timeframe
→ Identify Instructional Strategies
→ Present an Overview
→ Devise Essential and Guiding Questions
→ Determine Exit Outcomes and Indicators
→ Devise Learning Opportunities
→ Develop Assessment Opportunities
→ Use Data to Drive Instruction
→ Provide appropriate Accommodations/Modifications
→ Address Cross-Curricular Connections
→ Integrate Technology and Career Readiness Skills
→ Reflect on Teaching Practices

Accommodations/Modifications:

Overview –

- Accommodations Versus Modifications

→ Accommodations indicate changes to how the content is:

1) Taught
2) Made Accessible
3) Assessed
→ Accommodations do not change what the student is expected to master.
→ The objectives of the course remain intact.

- Modifications
  → Indicates the what (content) being taught is modified.
  → The student is expected to learn something different than the general education standard

Special Education Students (IEP –Individualized Education Program) –

- Implemented by Special Education Self-Contained Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers (Supplemental Instruction)
- Implemented by Special Area Teacher (as per discipline area)

- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities
Audio Recordings in English and Spanish instead of readings	Learn content from audiobooks, movies, videos, and digital media in addition to readings	Fewer words per page or line
Word Webs instead of definitions (can include pictures)	Tests given over the course of several days	Mastering material and content before moving on to new topics

504 Plan Students –

- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities
Audio Recordings in English and Spanish instead of readings	Learn content from audiobooks, movies, videos, and digital media in addition to readings	Fewer words per page or line
Word Webs instead of definitions (can include pictures)	Tests given over the course of several days	Mastering material and content before moving on to new topics

English Language Learners –

- Implemented by ESL Teacher
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)

- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Basic Skills Instruction Students or Students at Risk of School Failure (IPP –Individualized Program Plan) –

- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)

- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing students under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Gifted and Talented Students –

- Implemented by General Education Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by Special Area Teacher (as per discipline area)

- Accommodation and Modification Options Chart

Encourage students to explore concepts in depth and encourage independent studies or investigations.	Use thematic instruction to connect learning across the curriculum.	Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner.
Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow gifted students to move more quickly through the material	Encourage students to make transformations- use a common task or item in a different way.	Allow for choice.
Create tiered assignments based on novel levels	Infuse enrichment activities into materials	Allow projects to be of multiple intelligences
Mentor a younger/ peer student	Research open ended questions	

Tools for Assessment:

Formative – (Refer to **Tools for Formative Assessment** on the Google Team Drive in the Staff Resources Folder under the Formative Assessment Folder for list of techniques to check for understanding and how to utilize each.)

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)

- Observation
- Strategic Questioning
- Think-Pair-Share.
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Story Map
- Quizlet
- Let's Go Learn
- Blooket
- Gimkit
- Wordwall
- Epic
- Nearpod / Flocabulary
- Graphic Organizers

Summative –

- End of Unit Assessment
- Final Exam
- Project Based Assignment

- ACCESS for ELL's Assessment

Benchmark –

- Grades K-8 Fall Benchmark
- Grades K-8 Winter Benchmark
- Grades K-8 Spring Benchmark

Alternatives-

- Plays
- Group conversations
- Portfolios and journals
- Demonstrations
- Conferences
- Observations
- Drawing / Illustrations

Instructional Materials:

- Nearpod Resources for grades K-8

Supplemental Materials:

- Online Resources
- Notebooks
- PowerPoint/Slides/Disovery Education/Ed Puzzle/Flocabulary Presentations with Visual Aids
- Teacher Discovery: Puzzles, Illustrations, Graphic Organizers, Flip Charts, Flashcards, Informational texts, Cultural Fables & Folklore texts, HandoutActivities, Songs, Manipulatives, Posters & Authentic Materials
- Read Aloud books and songs in both Spanish and English:
    - https://maguare.gov.co/leer/
    - https://letsspeakspanish.com/blog/best-spanish-books-kids/
- World Languages Google Drive Folder

Pacing Guide:

- Refer to Matrix (where identified)
- Refer to Unit Plan Time Frames
- Identified on Lesson Plan

Interdisciplinary Connections:

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. Interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art, or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we

purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to, examining how curriculum themes, project based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards, merge, while always keeping students' best interest at the heart of this work. The following areas are integrated into all areas of instructional program:

ELA

Identified on Lesson Plan –

- Subject Area

→ English Language Arts

Reading:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

- These standards would be addressed through diverse read alouds and author spotlights, fiction and nonfiction text analysis and comprehension work, and vocabulary based tasks.

Production and Distribution of Writing
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge:

Research to Build and Present Knowledge
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Comprehension and Collaboration
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- These standards would be addressed through a variety of written tasks based on diverse read alouds and author spotlights, comparing and contrasting texts/documents/videos, research based projects and presentations, and vocabulary based tasks.

Math

Counting and Cardinality K.CC

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.

2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Measurement and Data 1.MD

Tell and write time in hours and half-hours using analog and digital clocks.

Geometry 1.G

. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.4

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Measurement and Data K.MD

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Geometry K.G

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

2. Correctly name shapes regardless of their orientations or overall size.

Measurement and Data 2.MD

C. Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Mathematical Practices

NJSLSMATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

- This standard would be addressed via manipulating numbers in studied languages and marketplace activities.

NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

- This standard would be addressed via peer practice and constructive criticism.

NJSLS.MATH.PRACTICE.MP4 Model with mathematics.

- This standard would be addressed via practicing different ways to express math concepts using the studied language.

NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.

- This standard would be addressed via analyzing the metric system.

NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

- This standard would be addressed via analyzing the metric system and marketplace activities.

Science

K-LS1: From Molecules to Organisms: Structures and Processes

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2: Earth Systems
• K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]

• K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

• K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

• K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

• K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

• K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

• 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

• 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

• 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

• 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.]

• 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.

• 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

• MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

• MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

• MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

- This standard would be addressed via STEM activities and studying weather phenomenon (el-nino, etc), geography, and landforms.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

- This standard would be addressed via labeling weather phenomenon (el-nino, etc), geography, and landforms, and studying the Metric system.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

- This standard would be addressed via comparing and contrasting activities.

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions

- This standard would be addressed via studying connections between chemistry and biology, and famous scientists from other countries.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem

- This standard would be addressed via using rubrics, identifying the main topic of a multi-paragraph text, STEM projects, and using GPS units and coordinates in different languages.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

- This standard would be addressed via compare and contrast activities, and by participating in collaborative conversations with diverse partners about grade level and cultural topics and texts with peers and adults in small and larger groups

Social Studies

• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

• 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

• 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

• 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

• 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

• 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

• 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

• 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

• 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

• 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

• 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

• 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

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- This standard would be addressed via read alouds and biographies, classroom discussions, current events, the use of Google Maps, and vocabulary.

Standard 6.2 World History/Global Studies applies to all instructional levels content organized by era and strand.

- This standard would be addressed via read alouds and biographies, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs), Google Maps, and historical webquests.

Standard 6.3 Active Citizenship in the 21st Century applies to all instructional levels content is organized by strand only.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs), the use of Google Maps, and historical webquests.

→ Visual and Performing Arts

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture

1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

- These standards would be addressed via diverse read alouds and biographies, classroom discussions, current events, researching artists, musicians etc during biography writing, cultural songs and dances, and classroom presentations and performances.

→ Comprehensive Health & Physical Education

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they
might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

- These standards would be addressed via read alouds, classroom discussions, current events, informational text analysis and vocabulary work.
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Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and selfdirection, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Integration of LGBT+ Individuals with Disabilities:

In each curricular area, the district will adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard would be addressed via diverse read alouds and author spotlights, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections. Specifically in World Languages students will be examining influential people who have made contributions from Spanish speaking countries that may include people who are a part of the LGBTQ+ community or individuals with disabilities.

Integration of 21st Century Skills through NJSLS 9:

New Jersey's Standard 9 is composed of the Career Readiness, Life Literacies, and Key Skills

- Mission- Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

- This standard will be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

- **Vision- An education in career readiness, life literacies, and key skills fosters a population that:**
  Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
  Uses effective communication and collaboration skills and resources to interact with a global society; Possesses financial literacy and responsibility at home and in the broader community; Plans, executes, and alters career goals in response to changing societal and economic conditions; and seeks to attain skill and content mastery to achieve success in a chosen career path.

9.1 Financial Literacy Themes

- Civic Financial Responsibility
- Financial Institutions
- Financial Psychology
- Planning and Budgeting
- Risk Management

- Economic and Government Influences
- Credit Profile

9.2 Career Awareness, Exploration, Preparation and Training Themes

- Career Awareness and Planning

9.4 Life Literacies and Key Skills Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
- Career Readiness, Life Literacy, and Key Skills Practices

NJSLS Standard 9 is integrated across the K-8 curriculum in various subject areas, where appropriate. Lessons could include:

- working collaboratively to solve problems
- comparing and contrasting
- classroom debates and negotiations
- speaking and listening skills
- networking
- customizing resumes and references
- questioning techniques
- communicating clearly and effectively, with reason
- employ valid and reliable research strategies
- accept and integrating criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them

- use technology to enhance productivity
- In addition, a yearly career fair will be conducted.

The integration of 21st century skills will be identified on lesson plans.

Career Readiness, Life Literacies, and Key Skills

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standards in Action: Climate Change

- The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream. The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas. Students could also compare and contrast actions being taken in different countries to combat Climate Change.

New Jersey's Standard 9.1 Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
- Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- This standard would be addressed via read alouds, STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, higher order thinking and questioning strategies, and by hosting a career fair each year.
- Resources-My Classroom Economy link
    - Free Experiential learning / Financial Literacy
    - My Classroom Economy Resource

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats. Students would also have the opportunity to examine career paths available in different countries and communities, and increase awareness of the concept of working abroad.

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New Jersey's Technology Standard 9.3 Career and Technical Education

- All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

  Standard 9.3 is broken into the following strands:
  - Strand A: Career Awareness (met by Grade 4)
  - Strand B: Career Exploration (met by Grade 8)

- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats. Students would also have the opportunity to examine career paths available in different countries and communities, and increase awareness of the concept of working abroad.

Standard 9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Personal Financial Literacy:

- New Jersey's Standard 9.1 Personal Financial Literacy
  - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
  - Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<u>Theme 1: Civic Financial Responsibility</u>

- This idea will be addressed via read alouds, researching various civic duties and responsibilities, delineating classroom jobs, project based learning activities on volunteering and giving back to the community

Theme 2: Financial Institutions

- This standard will be addressed via read alouds, researching the American banking and credit system, STEAM and problem solving activities, analysis of informational text (primary and secondary)

Theme 3: Financial Psychology

- This standard will be addressed via STEAM and problem solving activities, having a classroom token economy, personal reflections on spending habits and emotional well-being

Theme 4: Planning and Budgeting

- This standard will be addressed via STEAM and problem solving activities, by having a classroom economy, the use of school-wide currency, analysis of informational texts regarding savings accounts

Theme 5: Risk Management

- This standard will be addressed via the use of read alouds regarding insurance, higher order thinking and questioning techniques regarding when insurance is needed

Theme 6: Economic and Government Influences (Grades 5- 8)

- This standard will be addressed via read alouds, research and debates on taxation, research on the history of taxation, defining trade practices throughout American history, determining state and federal financial laws.

Theme 7: Credit Profile (Grades 5th- 8th)

- This standard will be addressed via read alouds, analysis of informational texts, compare and contrasting product prices, classroom discussions on credit score

Career Awareness, Exploration and Preparation

New Jersey's Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

Theme 1: Career Awareness and Planning

- This standard will be addressed via the use of read alouds regarding occupations, defining individual skills, training, and knowledge required for various occupations and higher education, determining incomes associated with various careers, compare and contrast of public, private and entrepreneurial occupations. Students would also have the opportunity to examine career paths available in different countries and communities, and increase awareness of the concept of working abroad.

Career Readiness, Life Literacies, and Key Skills

Standard 9.4 Life Literacies and Key Skills.

- This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Theme 1: Creativity and Innovation

- This standard will be addressed via read alouds, project based learning assignments, think-a-louds, classroom collaboration activities, perspective- taking assignments, and problem solving assignments as they relate to career readiness

Theme 2: Critical thinking and problem solving

- This standard will be addressed via read alouds, project based learning assignments, research assignments, compare and contrast activities, multi-solution project based learning assignments, local, national, and global research projects based on current events

Theme 3: Digital Citizenship

- This standard will be addressed via read alouds, project based learning assignments, research assignments, primary and secondary resource analysis, citation assignments, online safety and research assignments, student presentations, collaborative activities, outcome based assignments regarding technology safety

Theme 4: Global and Cultural Awareness

- This standard will be addressed via diverse read alouds and author spotlights, project based learning assignments, research assignments, classroom discussions, and cultural awareness activities.

Theme 5: Information and Media Literacy

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, Google Scholar assignments, Google Suite activities, and analysis of media bias assignments.

Theme 6: Technology Literacy

- This standard will be addressed via read alouds, project based learning assignments, research assignments, classroom discussions, use of Google Docs and Microsoft Word assignments, Google Suite Slides and Microsoft Powerpoint assignments, Google Sheets and Microsoft Excel assignments, and current events assignments.

Career Ready Practices:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of
Study.

Integration and Focus -

- Our career programs are focused on STEAM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Technology through NJSLS and Career Education:

Identified on Lesson Plan –

Mission:

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

Vision: The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life. Computational thinking provides an organizational means of approaching

life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

Standards:

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Use of non-fiction media, world language- specific vocabulary, data analysis, research-based assignments, word processing, online spreadsheet tools, STEM activities, problem-based learning

Technology Standard 8.2: 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.

Problem-based learning, STEM activities, use of non-fiction media, solving real-world world language -based issues, projects with constraints

Implementation During Instruction:

→ Webquests
→ Demos Activities
→ Classroom Responders
→ Chromebooks
→ Online Progress Monitoring Tools
→ Online Assessments
→ Online Word Processing
→ Let's Go Learn
→ LinkIt
→Nearpod

Additional Content-Specific Information/Resources –

1. National / International Technology Student Standards
    1. 8.1 Educational Technology
        1. International Society for Technology in Education (ISTE) Standards for Student
        2. American Association of School Librarians (AASL) Student Standards for the 21st-Century Learner
        3. Common Sense Student Standards Alignment in the K-12 Digital Citizenship Curriculum
    2. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
        1. K12 Computer Science Student Framework Statements by Grade Band
        2. International Technology and Engineering Educators Association Standards for Technological Literacy

Career Education:

Identified on Lesson Plan –

- Integrated into 21st Century Skills (NJSLS 9) and (NJSLS 8)
- Annual Career Fair
- Career Ready Practices
    - CRP1. Act as a responsible and contributing citizen and employee
    - CRP2. Apply appropriate academic and technical skills.
    - CRP3. Attend to personal health and financial well-being.
    - CRP4. Communicate clearly and effectively and with reason.
    - CRP5. Consider the environmental, social and economic impacts of decisions.
    - CRP6. Demonstrate creativity and innovation.
    - CRP7. Employ valid and reliable research strategies.
    - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
    - CRP9. Model integrity, ethical leadership and effective management.
    - CRP10. Plan education and career paths aligned to personal goals.

- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integration and Focus -

- Our career programs are focused on STEM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.

Diversity and Inclusion:

Throughout the course of this World Language curriculum, it is our intent to present materials and activities that are respectful and inclusive of diversity, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Students will be exposed to a multitude of different cultures including discussions about the Holocaust and Amistad.

Integration and Focus -

- Students will be exposed to various ethnicities and cultures throughout the course of the curriculum via diverse books and authors, videos, discussions of current events, etc.
- While learning about different cultures, students will engage in comparisons to note similarities and differences between them. This will be a major focus during Asian American - Pacific Islander Activities in May.

Introduction

The Egg Harbor City Public Schools World Languages curriculum reflects two important beliefs: that students gain an understanding of and respect for the language, cultural perspectives, practices, and products of different cultures, and that language study provides all learners with a wealth of academic and cognitive benefits. The curriculum will help strengthen students' critical thinking skills through conceptualizing and reasoning as they learn to speak the language and understand the cultural diversity found among the Spanish speaking people and nations of the world. In addition, language study has also been shown to increase performance in core subject areas such as Language Arts literacy, mathematics, science, social studies, visual and performing arts, health, physical education and workplace readiness.

For Spanish heritage learners, those who claim Spanish as their first language, continued study of their native language will strengthen their overall language development in both Spanish and English.

Because all of these benefits have been found to accrue at a faster rate the earlier students begin their language exposure, the Egg Harbor City World Language curriculum presents an articulated, continuous sequence of language instruction beginning in pre-kindergarten and continuing through eighth grade. Instructional techniques and materials involve learners at all levels, from novice to experienced.

Finally, for all students, the curriculum supports the belief that after acquiring a second language, third and fourth languages come more easily. This will provide students with a competitive edge for meaningful, rewarding career choices that demand the ability

to communicate in our ever-changing global society.

Philosophy

Almost daily, new innovations in technology shorten time and distance among nations. Seeing live video from across the world, making international phone calls quickly and easily, and participating in video teleconferences thousands of miles apart are commonplace. However, as United States residents interact even more frequently with our global neighbors, it becomes increasingly important for us to seek an understanding of differences in language, cultural traditions, and religious customs. The World Language curriculum has been designed as a first step in educating children to learn that those who speak languages other than English, and follow customs and traditions unlike those in which they were raised are worthy of study and respect. Our goal is to help the children of Egg Harbor City become citizens who will coexist peacefully with their neighbors and prosper within the global society.

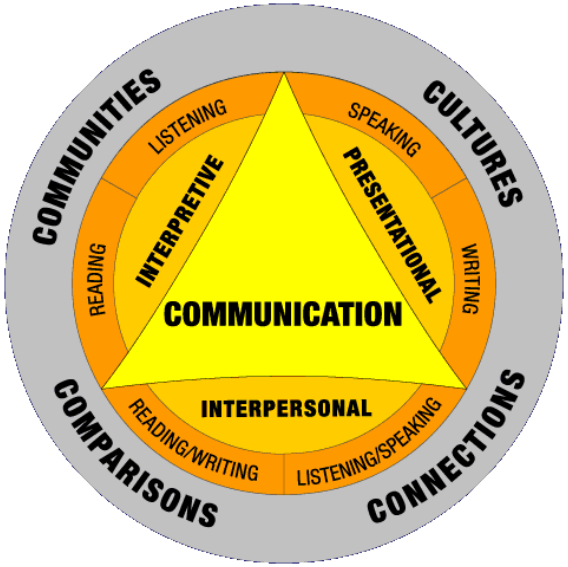
Egg Harbor City Public Schools World Language Program Assessment:

Spanish-language learning skills build from each grade level for novice to mid-range learners, as well as for Heritage learners.

- Novice Low (K-2): Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school, and home.
- Novice Mid (3-5): Students communicate in memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High (6-8): 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.

World Language Curriculum - Spanish

K to Grade 8 Scope and Sequence



The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state's global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function

more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in 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 requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

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 (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented 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 showed 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.

Terms Used:

Novice Low = Grades Kindergarten through 2

Novice Mid = Grades 3 through 5

Novice High = Grades 6 through 8

Novice Low = Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

Novice Mid = Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

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

CPI = Cumulative Progress Indicator, as mandated by the New Jersey Student Learning Standards

Mode = Three modes of communication as mandated by the New Jersey Student Learning Standards:

- **Interpretive -** Students understand and interpret through appropriate cultural context spoken and written communication. Interpretation implies the student not only comprehends but is able to read or listen "between the lines."

- **Interpersonal** – Students engage in direct oral or written communication.
- **Presentational -** Students present, through oral or written communication, concepts and ideas to an audience with whom there is no immediate contact.

Status = Stages of learning: introduction, application, mastery.

TPR = Total Physical Response

TLW= The Learner Will

EHC Novice Low Units of Study (2-4 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	MinWeeks
● Sounds of Spanish	*Language* – A mode of communication for all people. Intro Spanish through song, rhyming. TLW sing the Spanish alphabet. *ABC de colibrí*, Alphabet Song.	7.1.	Interpretive/ Interpersonal	Introduce	3
● Express greetings, questions of well-being	Time of day, Sr. Sra., respond to questions of well being. Buenos días. ¿Cómo estás? Estoy regular, bien, mal.	7.1.	Interpretive/ Interpersonal	Introduce	2
● Follow basic commands	Teacher will prompt the student to use TPR: Show me, jump, stand or muéstrame, salta, levántate…	7.1	Interpretive/ Interpersonal	Introduce	3

• Musical instruments of the culture	Introduction to *maracas, güiro, palitos, bongos.* TLW use instruments to accompany music from Puerto Rico that reflects Taino, Afro, Spanish roots.	7.1	Presentational	Introduce	2
• Numbers 1-15	Recite, draw, recognize numbers in a pattern. Song: *Quince galletas.*	7.1	Interpretive/ Interpersonal	Introduce	3

• Introduction of sounds, commands, cultural components	TLW recall alphabet, classroom routine, numbers, musical songs and chants.	7.1	Interpretive/ Interpersonal	Apply	2
• The Alphabet	Recall language sounds through song, chants. *Let's Learn Spanish,* Coloring Book, images introduce new vocabulary for each letter of the alphabet.	7.1	Interpretive/ Interpersonal	Introduce, Apply	3
• Days of the week, months of the year	Through singing, drawing, daily repetition TLW know the days of the week and months of the year.	7.1	Interpretive/ Interpersonal	Introduce	3
• Colors	http://www.spanishspanish.com/colors/colors_simon.html Class follows interactive Spanish pronunciation of colors and repeats the pattern as they are called.	7.1	Interpretive/ Interpersonal	Introduce	3
• Familiar word pairs	http://www.nickjr.com/parenting/parenting_features/spanish-language-learning/index.jhtml Use a Dora & Diego video to reinforce vocabulary that goes together. Peinilla y cepillo, toallita y jabón. (comb and brush, towel and soap)	7.1	Interpretive/ Interpersonal	Introduce	2
• Family	Begin family vocabulary to include grandparents. Conclude with *El sancocho del sábado* by Leyla Torres.	7.1	Interpretive/ Interpersonal	Introduce	2
• Numbers 15-30	Numbers to 30. Play *bingo* to improve listening and interpretive skills.				

EHC Novice Low Units of Study (2-5 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	Min Week
• Classroom vocabulary and routine	Student will identify objects in the classroom and know classroom rules in Spanish. ¿Me permite ir al bano?, ¿Puedo usar el sacapuntas? Repitan. Levántense. Inform students that it is OK to sound funny, to be brave, and willing to take a risk to learn a foreign language.	7.1	Interpretive/ Interpersonal	Introduce , Apply	3
• "We are a team"	"Somos un equipo." Discuss classroom rules and handout *El arcoíris de respeto.* Qualities of honestidad, respeto, humildad are discussed to set a tone for the school year.	7.1	Interpretive/ Interpersonal	Introduce ,	2
• My body	TLW gain understanding of body part vocabulary. Extensive use of TPR and Simón Dice exercises to sharpen language recognition abilities.	7.1	Interpretive	Introduce , Apply	3
• Opposites	Grande, chiquito, gordo, flaco. A lesson on descriptive adjectives will tie in to the body. Intro to gender of nouns and adjectives in Spanish. Simple comparison of words ending in "o" are masculine and ending in "a" are feminine.	7.1	Interpretive	Introduce ,	2
• The house	Introduction to the rooms of the house to include el jardín, el sótano, el techo. TLW listen to a description of a pet going through the house and	7.1	Interpretive/ Interpersonal	Introduce	3

● Numbers 31-60	trace the correct path it makes. Culture: Compare houses in U.S. to Latin America. Learn vocabulary for hacienda, mansión, casa, rancho. Showcase *La Casa Azul,* famous house of Frida Kahlo & Diego Rivera in Mexico City, Ciudad de México, D. F. Continue work with numbers. TLW can manipulate numbers 1-60. Perform simple math. Play bingo to reinforce.	7.1	Interpretive/ Interpersonal	Introduce	3
● The Weather	¿Qué tiempo hace? Hace sol, viento, frio, calor. TLW be able to describe the weather. Student will volunteer to "report" the weather. Class to illustrate a five day weather report and label in Spanish.	7.1	Interpersonal/ Presentational	Introduce	3

EHC Novice Low Units of Study (2-5 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	Min Week
● Classroom routine	TLW be introduced to use of TPR and the simple commands: Stand up. Sit down. Stretch your left/right arm over the head.	7.1	Interpretive/ Presentational	Introduce, Apply	3
● Evento Cultural: *La cueva de las manos, Argentina*	Using tempera paints and water, TLW make handprint images similar to ones in the caves of Argentina.	7.1	Presentational	Introduce	3
● Introduce action words: verbs and their function in language and expression	Vocabulary related to student activities like riding a bicycle, swimming, singing, eating, and running will be learned.	7.1	Interpretive/ Interpersonal	Introduce	2
● The Spanish alphabet and accent marks	TLW gain an understanding of how letters in Spanish are stressed through use of accent marks.	7.1	Interpretive/ Interpersonal	Introduce, Apply	4
● Clothing	TLW identify items of clothing and review colors through TPR. Teacher will have a suitcase of clothing and students will fold and pack using the vocabulary.	7.1	Interpretive/ Presentational	Introduce	3
● Foods: La cocina mexicana	TLW begin to identify food items that culminate in a study of typical Mexican menu ítems.	7.1	Interpretive	Introduce, Apply	3

EHC Novice Mid Units of Study (2-4 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	Min Week
● Express greetings, questions of well-being, leave taking.	Student will introduce himself…Me llamo…. Use time of day in greetings…Buenos días, tardes… Take leave of someone….Hasta luego, pronto Teach using TPR, role play, choral response, video.	7.1	Interpersonal, Interpretive	Introduce, Apply	3
● Classroom Routine	Compare greeting in U.S. to Spain, brushing a kiss on both cheeks. Operational expressions: ¿Me permite ir al baño? Teacher cues: Repitan. Levántense las manos. Abran sus libros.	7.1	Interpersonal	Introduce, Apply	3
● The Spanish Alphabet	An introduction to the sounds of Español. A,e,i,o,u, ñ, rr, and tilde. Language as communication. Connect famous people in history to the Spanish language; they too speak/spoke Spanish. (Hispanic Heritage Month 9/15-10/15) TLW recite the Spanish alphabet.	7.1	Interpersonal Presentational	Introduce, Apply	4
● Grammar usage: Simple sentence	Introduce the simple sentence: nombres, verbos y adjetivos. Similar to English.	7.1	Interpretive	Introduce	2
● Classroom Objects	Escritorio, maestra, alumnos, pizarra, lapiz, libro.		Interpersonal	Introduce	2
● Numbers 1-31	To coincide with total days of the month, telephone numbers, simple addition, ej. *Dos más cuatro son seis.* (interdisciplinary)	7.1 7.1	Interpretive	Introduce, Apply	3
● Colors			Interpersonal	Introduce	3

● The Body	Connect use of colors as adjectives. Begin to describe the color of classroom objects. Review simple greetings and expressions of well-being. Begin learning parts of the body: pierna, estomago, brazo, mano, cabeza. Teacher uses TPR and appropriate rhyming music. TLW use verbs "tener" and "doler" to express wellness: Me duele…or Tengo dolor de…	7.1 7.1	Interpersonal	Introduce	3
● Days, months, seasons	Students will learn vocabulary related to calendar and change of seasons.	7.1	Interpersonal, Interpretive	Introduce	3
● Animals	TPR introduction to the farm, pets, zoo. Compare and contrast to tropical countries and what kinds of animals inhabit rainforest-type climates.	7.1	Interpersonal, Presentational	Introduce	2
● Expression of likes,dislikes, preferences	The use of *gustar* to express likes and dislikes. TLW be introduced to negation as in *No me gusta…*Scaffold animals lesson to express which animals the learner likes or dislikes. Singular/plural can be covered in this unit: *Me gustan los perros.*	7.1	Interpersonal, Interpretive, Presentational	Introduce	2

EHC Novice Mid Units of Study (2-6 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	Min Week
• Comprehensive review of Grade 3	Greetings, Spanish grammar/pronunciation, wellness, classroom objects, the calendar, animals.	7.1	Interpersonal, Interpretive	Apply, Mastery	4
• Question words	Introduction to ¿Qué?, ¿Cómo?, ¿Cuándo?, ¿Por qué? How to construct questions in Spanish.	7.1	Interpersonal, Interpretive	Introduce	3
• Dates, birthdays	Teacher will segway into student birthdays and how to write and say the date.	7.1	Interpersonal, Interpretive	Introduce, Apply	3
• Verb structures and subject pronouns in Spanish	-ar,-er, -ir verbs and the use of yo, tú, usted, él, ella.	7.1	Interpretive	Introduce	2
• Numbers 32-500	Multiplication table practice (interdisciplinary). Play Bingo to practice and motívate.	7.1	Interpersonal, Interpretive	Introduce	3
• Food vocabulary	Include a review of colors, singular/plural. Integrate the topic of nutrition and eating a balanced diet. TLW design a balanced meal and draw/color on a plate handout. Culture: Compare American foods to Hispanic country of choice. Group: How to set the table and use good table manners.	7.1	Interpersonal, Interpretive	Introduce	3
• Family	Vocabulary: family members. Integrate question words: ¿Cuántos hermanos tienes? Tengo un hermano y dos hermanas.	7.1	Interpersonal, Interpretive, Presentational	Introduce	3
• Holiday traditions	Compare contrast Christmas, Hanukkah, Kwanzaa holidays and New Year to Hispanic ones.	7.1		Introduce	3

● Weather	The verb <hacer> and how to describe weather activity. Complete expressions for all weather situations. Watch authentic weather reports. Create a five day weather outlook as seen in *El Diario.*	7.1	Interpersonal, Interpretive Interpersonal, Interpretive	Introduce	3

EHC Novice Mid Units of Study (2-5 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	Min Week
● Introduce regular –ar verbs	Viajar, estudiar, cantar, jugar. Learn present tense –ar endings.	7.1	Interpersonal	Introduce	3
● Geography: Spanish-speaking countries and U.S. regions.	Review countries and U.S. regions where Spanish is spoken. Vocabulary related to maps and countries: mapa, país, estado de ____, Estados Unidos, lengua, gente, países de habla hispana.	7.1	Interpersonal	Introduce, Apply	3
● Hispanic Heritage: ¡Béisbol!	Compare sport in Caribbean countries to U.S. Showcase famous players: *Roberto Clemente*, *Sammy Sosa*, Phillies, Mets, Yankees Latino players.	7.1	Interpersonal, Interpretive	Introduce, Apply	3
● Day of the Dead	Examine customs in Mexico and treatment of death and the afterlife. Create an ofrenda in class. See video of authentic traditions.	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply	2
● The House	Vocabulary: rooms of the house. Discuss what makes a house a home. Casa vs. hogar.	7.1	Interpersonal	Introduce, Apply	3

● Theformal/informal usted/tú forms	Compare to house and upbringing of author/painter *Carmen Lomas Garza*, Chicana, who grew up in Southern Texas. Include singular and plural forms and when to use.	7.1	Interpersonal, Interpretive	Introduce, Apply	2
● Short readings-Cultural	Use graphic organizers to review readings. Comprehension questions and class discussions. Consider *Francisco Jimenez, Ph.D*., Santa Clara U., migrant farm worker as a child, children's author. *Cajas de cartón*	7.1	Interpersonal, Interpretive	Introduce, Apply	2

EHC Novice High Units of Study (3-6 weeks each Unit)

Unit Objectives	Student Performance Objectives	CPI	Mode	Status	Min Week
● Electronic email	Discuss computer vocabulary: raton, computadora, correo electrónico. Practice writing skills by composing prototype email sample to a new pen pal in a Spanish-speaking country. Email to contain prescribed components.	7.1	Interpersonal, Interpretive	Introduce, Apply	3
● Hispanic Heritage: Famous singers: *Celia Cruz, Gloria Estefan*	Two famous singers and their connection to Cuba. A short study of the island of Cuba, foods, government and why the U.S. does not trade with Cuba. Little Havana in Miami, FL, a U.S. concentration of Cuban immigrants.	7.1	Interpretive	Introduce	3

● Proper Nutrition	By way of the USDA My Plate, student will Review food vocabulary to construct Mi Plato or My Plate Instructional materials in Spanish https://www.myplate.gov/es/myplate-plan	7.1	Interpersonal Interpretive, Presentational	Introduce, Apply	3
● Jobs/Careers	Examine the vocabulary for careers: cartero, enfermera, medico, profesor. What do you want to be? Introduce ser/estar and their differences.	7.1	Interpretive	Introduce, Apply	4
● Introduce –er, -ir verbs	Present tense conjugations of verbs escribir, correr.	7.1	Interpersonal, Interpretive	Introduce, Apply	3

EHC Novice High Units of Study (3-6 weeks each Unit)

Unit Objectives	Student Performance Outcomes	CPI	Mode	Status	MinWeek
● Hispanic Heritage: *Sandra Cisneros*	*La Casa en Mango Street:*Review author's work in English. TLW compare their lives to characters in story. Traditions, feelings, values vocabulary examined in Spanish.	7.1.	Interpersonal, Interpretive	Introduce, Apply	4
● People & Personality	Focus on adjectives that describe us. Group activity: describe a person and class guesses who it is.	7.1	Interpersonal, Interpretive	Introduce, Apply	3

	Color exercise. What colors we like describe our personalities.	7.1			
● Clothing – Shopping	Take a trip to the (virtual) mall. Buy shoes in the shoe store. Cultural: Stores in Spanish-speaking countries cater to specific things: Zapateria, juguetería, librería. www.elcorteingles.com Go to El Corte Ingles, Spain's department store, on the internet. Buy ítems within a budget. Convert price of ítems in euros to dollars.	7.1	Interpersonal, Interpretive	Introduce, Apply	3
● Activities/Lifestyle	Examine a healthy lifestyle and activities students like to do. Sports: Los deportes.	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply	3
● Places in the city	Examine a typical Hispanic town and know la biblioteca, el ayuntamiento, el parque, la plaza. Compare our towns to towns in South American countries: el zócalo, o centro de la ciudad.	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply	3
● Prepositions of location	Connecting words of location like encima de, en frente de, al lado de. Students will examine street map of a Spanish-speaking town and learn how to give and follow directions.	7.1	Interpersonal, Interpretive	Introduce, Apply	3

EHC Novice High Units of Study (2-4 weeks each Unit)

Unit Objective	Student Performance Outcomes	CPI	Mode	Status	Min Week
● Feelings/emotions	A review of *ser* and *estar* by describing emotions.	7.1	Interpersonal, Interpretive	Introduce	3
● The near future/careers	Introduce *ir+infinitive* to describe the near future. to career vocabulary and what students want to do after high school.	7.1	Interpersonal, Interpretive	Introduce	3
● Hispanic Heritage: *Diego Rivera, Artist*	Disciplinary: Mexican history, mural art, life with Frida Kahlo. Class to create a mural. Hang in hallway	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply	3
● Personal finances	Identify related vocabulary: banco, chequera, ahorrar.	7.1	Interpersonal, Interpretive, Presentational	Introduce	3
● Qualities of a good person	Further study of adjectives that describe people. nts will be reminded of those qualities they need to strive for in their lives.	7.1	Interpersonal, Interpretive	Introduce	2
● Coming of Age: *La quinceañera*	History & tradition of young woman in Latin American countries coming of age. List the activities that take place, the attendants, the food; compare with Venn diagram festivities in P.R. and México, Perú.	7.1	Interpersonal, Interpretive, Presentational	Introduce	2
		7.1	Interpretive	Introduce	2

● Modern Latinos in U.S. government: *Sotomayor, Villaraigosa*	Government career opportunities and two famous people who serve the Supreme Court and the City of Los Angeles.	7.1	Interpersonal, Interpretive	Introduce	2
● The environment and global warming	Students are the stewards of the earth. Examine connection to rainforest conservation, products of the rainforest and Indigenous cultures.	7.1	Interpersonal, Interpretive Presentational	Introduce, Apply	4
● 8th grade Virtual Vacation	Students will create a trip itinerary within a set budget detailing transportation, lodging and meals to an international destination of their choosing.				

New Jersey Student Learning Standard
for
World Languages

Mission:

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

Vision:

An education in world languages fosters a population that:

• Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

• Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.

• Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.

• Values language learning for its long-term worth in advancing 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 benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in 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 requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

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 (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented 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 showed 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.

Revised Standards Framework for NJ Designed Standards:

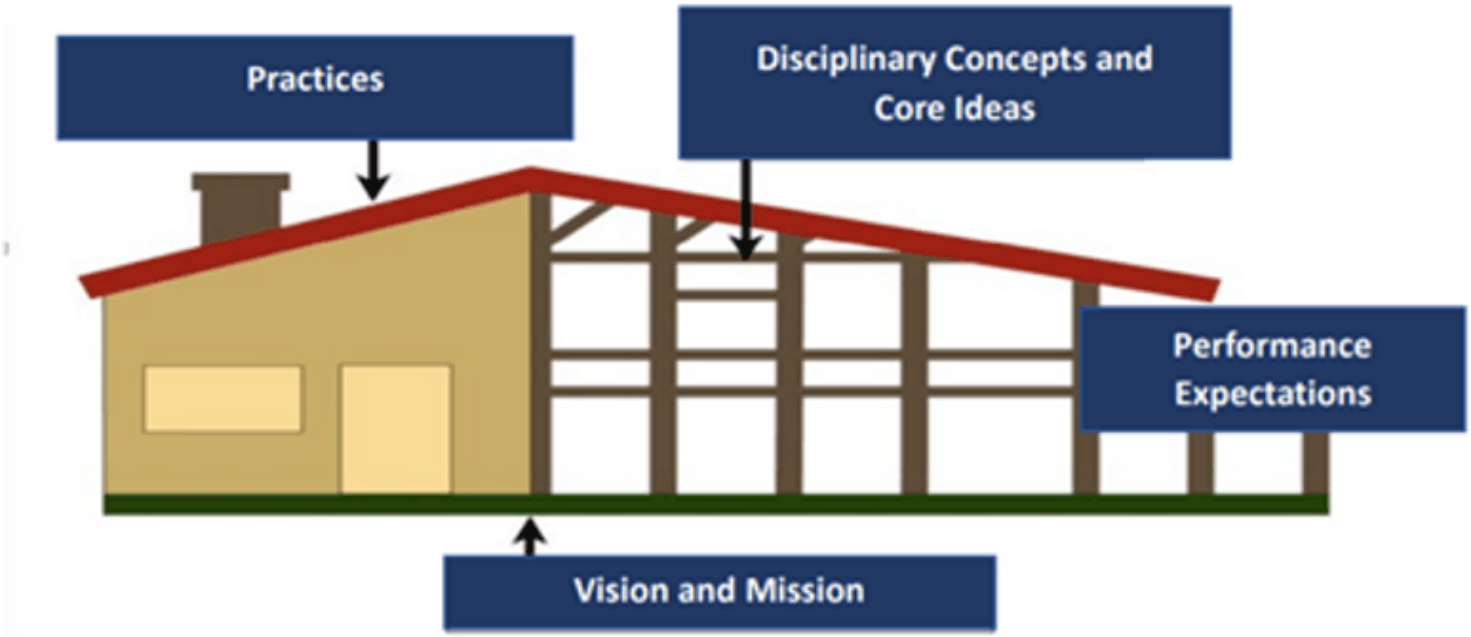
The design of this version of the NJ World Language Standard is intended to:

• promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;

• foster greater coherence and appropriate progressions across grade bands;

• prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and

• reflect the habits of mind central to world language studies that lead to post-secondary success.



In this diagram:

• The Vision and Mission serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

• The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core

processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

• The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success.

• The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

Disciplinary Concepts Interpretive Mode of Communication:

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

Proficiency Level	Core Idea
• Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication:

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

Proficiency Levels	Core Idea
• Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning
• Intermediate Mid • Intermediate High • Advanced Low	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational Mode of Communication:

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Levels	Core Idea
• Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
• Intermediate Mid • Intermediate High • Advanced Low	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

World Languages Practices:

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.

Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Language Proficiency Levels:

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency. The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace.

To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

• Performance is defined as how well a learner uses language acquired in a classroom setting.

• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:

• interacting with native speakers of the language, or

• immersed in a target language environment.

Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

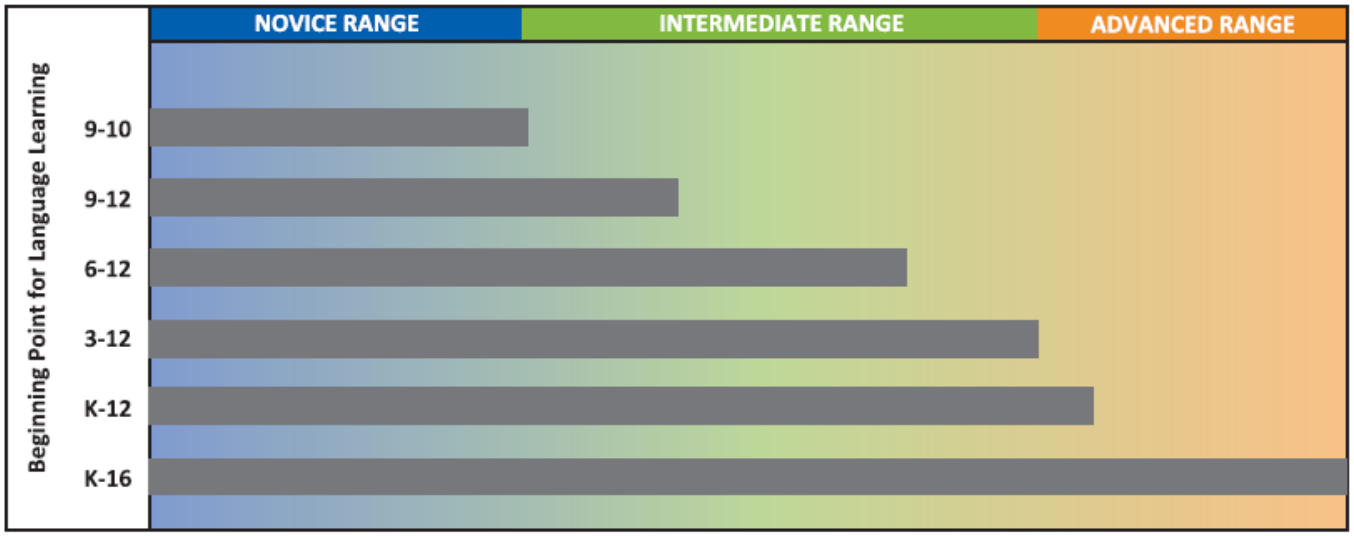
The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Performance 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) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the ACTFL Performance Descriptors for Language Learners 2012 and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.



Grade Bands, Proficiency Targets, and Core Ideas:

The NJSLS – WL is organized in grade bands (K–2, 3-5, 6–8, 9–12). Within each band, the modes of communication (interpretive, interpersonal, and Presentational) are explicated by core ideas, intercultural understandings, and targeted proficiency levels. Further, clear expectations guide users by giving performance examples describing what students can do with the language they are learning at the targeted level. The guide is sequential, organized as a continuum toward higher levels of proficiency.

The intercultural statements build upon the American Council on the Teaching of Foreign Languages (ACTFL) statements for Intercultural Communication (Moeller & Yu, 2015) and provide examples for students to use the target language and knowledge of culture to improve Intercultural Communicative Competence. The statements underscore the intricate relationship between language and culture by providing examples of the products and practices that learners may

encounter and understand at different levels of proficiency. Intercultural Communicative Competence is essential for establishing effective and positive relationships across cultural boundaries.

The Seal of Biliteracy:

The State Seal of Biliteracy (N.J.A.C. 6A: 8-5.3) identifies graduating high school students who are able to demonstrate high levels of proficiency in English in addition to one or more world languages. The Seal of Biliteracy seeks to: encourage students to study languages; provide employers with a method of identifying people with language and biliteracy skills; provide universities with a method to recognize and award academic credit to applicants seeking admission; and strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of communities. Students who meet all requirements to be eligible for a Seal of Biliteracy receive a notation on local transcripts and a certificate from the New Jersey Department of Education.

Philosophy and Goals:

NJSLS – WL 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) and the summary of the World-Readiness Standards for Learning Languages. 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 NJSLS – WL for particular languages or language groups:

American Sign Language (ASL): The differences between studying ASL and spoken languages can be profound. Students of American Sign Language learn how to communicate spatially, rather than arranging words sequentially into sentences. They face unique challenges due to the modality differences between speaking and signing. This

involves language features like the use of space, eye gaze, classifiers, depicting verbs and cinematic techniques. Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.

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.

Resources

Interpretive Mode of Communication Novice Low

Learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target

	culture(s) and in students' own cultures in highly contextualized oral texts.

Intercultural Statements	**Possible Topics**
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.

Interpersonal Mode of Communication Novice Low

Learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Core Idea	**Performance Expectations**
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Presentational Mode of Communication Novice Low

Learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea	Performance Expectations
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners	7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have

or readers on a variety of topics.	been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Intercultural Statements	**Possible Topics**
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather
Learners recognize and identify a few typical practices of	Greetings based on different levels of language formality,

the target culture.	school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Interpretive Mode of Communication Novice Mid

Learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief

	oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Topics	**Possible Topics**
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

Interpersonal Mode of Communication Novice Mid

Learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

culture.	
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Presentational Mode of Communication Novice Mid

Learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Ideas	**Performance Expectations**
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple

	guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	**Possible Topics**
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Interpretive Mode of Communication

Novice High

Learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Interpersonal Mode of Communication

Novice High

Learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Core Expectations	Performance Expectations
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

Intercultural Statements	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Presentational Mode of Communication

Novice High

Learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Core Ideas	Performance Expectations
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and

	level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	**Possible Topics**
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Links:

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

Career Clusters: Postsecondary education and career pathways

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click Teaching Foreign Languages K-12 Workshop to view a video on the Interpersonal Mode. Scroll down to video #2.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines." Click Teaching Foreign Languages K-12 Workshop to view a video on the Interpretive Mode. Scroll down to video #1.

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

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

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

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

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click Teaching Foreign Languages K-12 Workshop to view a video on the Presentational Modes. Scroll down to video #3.

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

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

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