

Parsippany-Troy Hills School District

# Hindi, Gujarati and Telugu – Novice Low to Intermediate High Levels

A Course Outline for World Languages

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Approved by the Board of Education

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## **STATEMENT OF PURPOSE**

The World Language Program of Parsippany – Troy Hills is a sequential grade 1-12 program that is based upon specific proficiencies that were developed as a result of a national movement that, in turn, became the basis for the proficiencies and standards agreed upon by the State of New Jersey. It is to be noted, however, that these proficiencies should not be thought of as the acquisition of specific points of grammar or vocabulary, but as tasks that the student can accomplish in the language studied. They, in turn, become the foundation upon which we base our scope and sequence of instruction. The proficiencies are developed through the study of specific topics. The same topic can usually be explored at virtually any level of proficiency in a spiraling fashion. For example, the topic of the family can be discussed differently at various levels of proficiencies. Beginning students might be able to enumerate the members of their families, but say very little else about them. In the next plateau, the student might give a brief description of family members or mention some of their activities or interests, whereas speakers at a higher level can talk about their family members in detail, recount events that the family shared together, or talk about future plans. At an even more advanced level, more abstract topics such as societal forces that threaten family life, the issues surrounding family planning, or the role of the family in the target language might be discussed. Thus, the depth and breadth of the discussion and the precision and sophistication with which it is handled will differ from one level of proficiency to the next. We are indebted to the American Council of the Teaching of Foreign Languages (ACTFL) and to the State of New Jersey's Core Curriculum Content Standards for providing us with their constantly updated criteria upon which to base our expectations.

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

This course is aligned with the New Jersey Core Curriculum Content Standards for World Languages (NJCCCS for World Languages) and the New Jersey Core Curriculum Content Standards for Technological Literacy (NJCCCS for Technological Literacy).

## **THE LIVING CURRICULUM**

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

## **AFFIRMATIVE ACTION**

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

## GENERAL GOALS

### **Parsippany-Troy Hills School district World Languages Curriculum for Hindi, Gujarati and Telugu**

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

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

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

Each unit will involve listening, speaking, reading and writing as well as address certain standards for technological literacy and cultural awareness within the context of a practical communication task with specific structural underpinnings of increasing complexity. Students will learn to understand the everyday basics of the language, express their basic needs and assist those who do not speak English. In addition, students will research basic topics from print media and the internet, use bi-lingual dictionaries efficiently, create visual tools in Hindi, Gujarati and Telugu, maintain a variety of logs and records and monitor and make oral reports on topics of relevance in the news. A common strategy in the teaching of a language is "Total Physical Response" or "TPR". Total Physical Response is defined by Dr. James Asher, the originator, is based on the premise that the human brain has a biological program for acquiring any natural language on earth – including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

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

## CURRICULUM THEMES

INTER-DISCIPLINARY FOCUS	NOVICE LOW Level 1	NOVICE MID Level 2	NOVICE HIGH Level 3	INTER LOW Level 4	INTER MID Level 5	INTER HIGH Level 6
<b>LITERACY</b>	<ul style="list-style-type: none"> <li>• Reading own name</li> <li>• Nouns and Adjectives</li> <li>• Verbs (present tense)</li> <li>• Introduce alphabet sounds</li> <li>• Basic Prepositions</li> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• Reading alphabet</li> <li>• Sounds in words</li> <li>• Writing alphabet</li> <li>• Introduce vowel recognition</li> <li>• Writing own name</li> <li>• Singular/Plural nouns</li> <li>• Pronouns</li> <li>• Adjectives &amp; gender</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing vowels (Barakhadi)</li> <li>• Reading composite alphabet, simple words and phrases</li> <li>• Writing words, phrases and basic sentences</li> <li>• Verbs (past tense)</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Conjunctions and basic punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading blended consonants</li> <li>• Reading at sentence and paragraph level</li> <li>• Writing blended words and complex vowel sounds</li> <li>• Basic sentence and question construction</li> <li>• Model correct use of grammar</li> <li>• Verbs (future tense)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading multiple paragraphs</li> <li>• Writing at multiple sentence level</li> <li>• Complex and compound sentence construction</li> <li>• Emphasize grammatical concepts</li> <li>• Translate into English</li> <li>• Noun cases</li> <li>• Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Reading short stories with simple text</li> <li>• Writing at paragraph level</li> <li>• Emphasize correct use of grammar</li> <li>• Translate from English into target language</li> <li>• Proverbs</li> <li>• Punctuation II</li> </ul>
<b>SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>• Greetings I</li> <li>• Feelings</li> <li>• Myself and family members</li> <li>• Home life and daily routine</li> <li>• Classroom Language I</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings II</li> <li>• School life and daily routine I &amp; II</li> <li>• Classroom Objects</li> <li>• Leisure time</li> <li>• Classroom Lang. II</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Community Helpers &amp; places</li> <li>• Occupations</li> <li>• School life and daily routine III</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Self and others: Meeting people/ Extended relationships</li> <li>• Famous people</li> <li>• Describing people</li> <li>• Transportation</li> <li>• Home life, routines and responsibilities</li> <li>• Order a meal in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to literature</li> <li>• Classic folktales</li> <li>• Country profile: India and USA</li> <li>• Travel</li> <li>• Post and Mail</li> <li>• Asking directions</li> </ul>	<ul style="list-style-type: none"> <li>• Basic fiction and non-fiction literature</li> <li>• Media Arts</li> <li>• Current Affairs</li> <li>• Indian Customs and Traditions</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Farm Animals</li> <li>• Fruits &amp; Vegetables</li> <li>• Colors</li> <li>• Parts of the body I</li> </ul>	<ul style="list-style-type: none"> <li>• Zoo Animals</li> <li>• Food and drinks</li> <li>• Parts of the body II</li> <li>• Seasons and weather</li> </ul>	<ul style="list-style-type: none"> <li>• Birds and insects</li> <li>• Injuries, illnesses and treatments</li> <li>• Directions (EWNS)</li> </ul>	<ul style="list-style-type: none"> <li>• Human life cycle</li> <li>• Food grains</li> <li>• Diet and Exercise</li> <li>• Food recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Environment-local</li> <li>• Earth and its elements</li> <li>• Solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Environment-national/international</li> </ul>
<b>MATH</b>	<ul style="list-style-type: none"> <li>• Numbers 0-10</li> <li>• Shapes</li> <li>• Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 11-20</li> <li>• Ordinal numbers 1-10</li> <li>• Time I</li> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 21-30</li> <li>• Ordinal numbers 11-25</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 31-50</li> <li>• Fractions</li> <li>• Time II</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 51-100</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 100+</li> </ul>

## GRADING PROCEDURES

Hindi, Gujarati and Telugu

### HOMEWORK 20%

**May include but is not limited to:**

- Written activities
- Short writing samples
- Preparation done at home
- Journal Short entries
- Article and textbook readings
- Open-ended written responses
- Speaking practice at home
- Viewing and creating multi-media programs
- Research

### CLASS PERFORMANCE AND PARTICIPATION 20%

**May include but is not limited to:**

- Taking notes
- Participating in group activities
- Presenting material orally in class
- Volunteering answers and demonstrating understanding
- Participating in cultural or guided conversations
- Working individually and cooperatively with others to achieve class goals
- Participating in Peer Editing

### FORMAL EVALUATION 60%

**May include but is not limited to:**

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

### FINAL GRADE

**Combination of Midterm, Final and other Formal Assessments: 60%**

**Combination of Homework and Class Performance: 40%**

## **COURSE PROFICIENCIES**

Course: World Language: Hindi, Gujarati and Telugu

Title: **HINDI, GUJARATI, TELUGU**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. exchange greetings and farewells appropriate to the time of day.
2. introduce themselves and others.
3. through oral and/or written communication, ask and respond to questions of well-being.
4. respond to teacher's commands.
5. identify classroom objects and places in the school.
6. count numbers and ordinal numbers as appropriate for the class level.
7. identify and use vocabulary associated with a calendar.
8. tell and ask what time it is.
9. say what subjects they enjoy.
10. through oral and/or written communication, identify family members.
11. through oral and/or written communication, describe themselves and others.
12. state their age and the age of others.
13. through oral and/or written communication, express likes and dislikes.
14. say where people are from and state how they're related to self.
15. through oral and/or written communication, identify and talk about professions.
16. say what they and others are wearing.
17. say what color objects are.
18. say what they want to purchase and ask how much it costs.
19. talk about seasons and weather.
20. through oral and/or written communication, identify and talk about foods and drinks.
21. talk about various culturally appropriate foods, such as fruits and vegetables.



22. express hunger and thirst, other emotions and feelings.
23. order and ask for the check.
24. through oral and/or written communication, identify sports and talk about how the sport is played.
25. through oral and/or written communication, identify and discuss likes and dislikes regarding different hobbies and interests.
26. compare and contrast the holidays of target culture to those of the United States.
27. through oral and/or written communication, identify and describe the leisure activities they are involved in such as clubs, vacations, music, art or other extra-curricular activities.
28. through oral and/or written communication, describe sequence of events or actions.
29. identify and describe where they spend their leisure time.
30. identify rooms and objects in the house.
31. through oral and/or written communication, identify and describe items in the house.
32. identify and recognize chores performed in different rooms of the house and state what activity takes place in each room.
33. through oral and/or written communication, identify and describe items used to do the chores.
34. identify and use vocabulary related to variety of categories (nouns, verbs, adjectives, alphabet sounds, etc.).
35. through oral and/or written communication, understand and use correct grammatical forms in sentences.
36. through oral and/or written communication, ask and respond to a variety of wh-question forms.
37. through oral and/or written communication, identify and describe locations and buildings in their town.
38. give and follow directions.
39. identify states of India and locations where target language is practiced.
40. ask for help, clarification or repetition as required.
41. through reading, identify letters of the alphabet and corresponding sounds in target language.
42. through speaking and/or writing, use letters of the alphabet to form words.
43. through oral and/or written communication, understand and use figurative language (idioms, proverbs, etc.).
44. through oral and/or written communication , translate from target language to English.
45. through oral and/or written communication , translate from English to target language.

<b>GREETINGS</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>		<b>Students will:</b>		
Understand questions related to greetings. (1) Introduce themselves and others with full teacher assistance. (2) Exchange greetings and farewells using polite and familiar forms. (1)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.4</b>	Teacher models the questions and explains the meaning. She then answers the question using target vocabulary. Students will practice introducing themselves using their name following teacher models.  Greet three different classmates using target vocabulary and pretend to take leave from one another.  Teacher throws a soft toy to different children and says a greeting. Children return the greeting and throw toy back to teacher or another student.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	How are you? What is your name?  Vocabulary of introduction, ask and tell names, greetings and farewells e.g. <i>Namaste</i> . My name is _____. See you later/Good bye/Come again.  Exposure to verbs: <i>to be</i> and <i>to be called</i>

<b>FEELINGS AND EMOTIONS</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>		<b>Students will:</b>		
Understand and express vocabulary of feelings. (22) Comprehend questions related to feelings and emotions. (22, 36) Express their feeling in a sentence format with teacher guidance. (22, 35)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.5</b>	Teacher will introduce pictures depicting a variety of emotions and introduce vocabulary related to feelings.  Teacher will act out, say and model correct forms of expressing feelings in sentence form. Teacher should write the sentence format using transliteration of target language on the board: e.g. <i>I feel _____ today</i> . Students will read the sentence on the board and fill in the blank. Teacher will distribute picture cards to pairs of students for practice. Students will take turns asking and answering questions about feelings based on the picture in their hand.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary of feelings: <i>happy, sad, sick, angry, glad, afraid</i> , etc.  Teacher will elicit responses to questions regarding feelings: How do you feel today?  Sentences related to feelings: I feel really happy today. I feel sick today. I feel tired today.

<i><b>COLORS</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
Name colors. (17) Understand basic questions related to colors. (17) Follow 1 to 2 step commands related to colors. (17, 4)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.1</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b>	Teacher will introduce the colors by using colored cards  Stand-up and sit down when the colors of their clothing are mentioned  Student will touch or hold up something (can use color cards) with the named color.  Listen to the “Color song” by Hap Palmer (translated into target language). * need a recording  Color a picture based on teacher’s directions: Part of the command could be in English with the color word being said in the target language: E.g. Color the trunk of the tree (brown). Color the tires of the car (black). Color the sun (yellow).  Use play dough or water colors to supplement activities (e.g. mix red and yellow to get orange)	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary of colors: <i>red, yellow, blue, orange, green, purple, brown, pink, black, white and gray</i>  Ask and answer questions in target language to classify colors: e.g. <i>What color is this?</i> Student will name the color in a one word response.  Use of verb “to stand up”, “to sit down”, “to touch” and “hold up”.

<i>MYSELF</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Identify one's name and gender. (2) Understand and use vocabulary for <i>girl, boy</i> . (34) Ask someone else's name. (2)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.C.4</b>	Students will join in a circle with the teacher.  Teacher will identify him/herself by saying: "My name is _____. I am a <u>girl/boy</u> . What is your name?"  Seven students will then model what the teacher has demonstrated.  The class will divide into pairs, and will practice what was modeled.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	<i>My name is _____.</i> <i>I am a <u>girl/boy</u>.</i> <i>What is your name?</i>

<i>FAMILY</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Identify family relationships. (10) Understand vocabulary. (34) Understand basic questions pertaining to family members. (10, 36) Express the family relationship in sentence format with complete assistance from the teacher. (10, 35)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.C.4</b> <b>7.1.NM.C.5</b>	Teacher will read a story containing target vocabulary. (see Appendix)  Teacher will model drawing a family tree of his/her family on the board.  Teacher will show pictures of people. Point to a particular person, label them as man, woman, girl or a boy and then identify the role they can play in a family (e.g. father, grandfather, mother, brother, son, etc.)  Imitate models of short sentences provided by the teacher, and students will fill in the name of the relationship. <i>She is a _____.</i>	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary of family: <i>Mother, father, brother, sister, grandmother, grandfather, son and daughter</i>  Vocabulary: <i>girl, boy, woman, man</i>  <i>Who is this?</i>  Verb: <i>To have</i> e.g. I have a <u>brother</u> . (Teacher provides the basic sentence structure, and student fills in the relation.) <i>This woman is the mother.</i> <i>She is a girl.</i>

<i>NUMBERS 0 TO 10</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Identify numbers from 0 to 10. (6) Name their age. (12) Follow simple commands. (4)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.5</b>	Learn simple numbers and vocabulary of addition in the target language.  Solve simple addition problems from zero to five in target language orally.  Showing fingers: Teacher will call out a number in target language and the student will raise his/her fingers corresponding to the number.  Bingo with teacher as a lead: Teacher calls out numbers 0 – 10 and student pairs find them on their shared board. *need 10 boards  Bingo boards: Students will work in pairs; one student calls out the numbers and the other one finds the number on the board. Then the students take turns.  Assign each student a number (multiple students can be assigned the same number). Teacher calls out commands: Stand up if your number is _____.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Numbers from 0 to 10.  Vocabulary for following directions: <i>stand up, sit down, raise your hand</i> , etc.

<i>DAYS OF THE WEEK</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Say and understand the names of days of the week in the target language. (7) Complete sentences provided by the teacher using day of the week. (7)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.5</b>	Teacher will introduce the days of the week in target language (written in transliterated letters) on the board  Song for the days of the week sung to the tune of "For he's a jolly good fellow": <i>There are 7 days of the week, 7 days of the week, 7 days of the week, and here they are.</i> <i>Sunday, Monday, Tuesday...Wednesday, Thursday, Friday...Saturday makes 7...</i> <i>Seven days of the week.</i>  The class will be divided into two groups and points will be given to the team which fills in the blank correctly. Teacher will pretend that today is any one of the days of the week. Then she will say one of the sentences as described in the previous column and student will complete the blank.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: Sunday through Saturday  Vocabulary for verbs <i>to be</i> , and sentences containing: <i>yesterday, today, tomorrow</i> <i>Yesterday was _____.</i> <i>Today is _____.</i> <i>Tomorrow will be _____.</i>

<i>FARM ANIMALS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Name farm animals. (34) Understand "What" questions. (36) Respond with teacher assistance to the "what" questions. (36)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.C.2</b>	Play charades: Teacher will provide the sound/actions of the animal and the students will guess the animal. Play Animal bingo using picture boards Play memory game in pairs of two students using a set of pictures provided by the teacher. Sing songs: "Old MacDonald had a farm" or "The farmer in the dell" *Sing the song in English, but the animal name will be said in the target language. -Students will dramatize and role-play animal movements and sounds after the teacher whispers to them which animal they are. The	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Farm Animals: <i>Cow, dog, cat, horse, sheep, pig, donkey, goat, duck, mouse, lizard, snake, chicken, sparrow, pigeon, crow, etc.</i>  Teacher will show pictures of different farm animals and will ask "What is this?" in target language. Students will answer using sentence structure provided by teacher: <i>This is a (name of animal).</i>

<i>FARM ANIMALS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
		other students will call out the answer in target language.		

<i>FRUITS AND VEGETABLES</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
State fruit names in target language. (21) State vegetable names in target language. (21) Understand adjectives. (34) Recall previously learned vocabulary in relation to the topic of fruits/vegetables (color, shape, numbers). (17, 6) Understand simple sentences related to fruits and vegetables. (21) Imitate and complete the sentence provided by teacher verbally. (13)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.4</b>	Teacher will introduce the fruits and vegetables to the students. (This lesson may be completed over two weeks).  Worksheet: Students will cut, color and paste favorite fruits in a basket. Students will then name what they put in their basket to the class.  Teacher will hide a piece of fruit or a vegetable behind her/his back. The teacher will describe its color, shape and how it feels (hard, soft, etc). Students will take turns guessing in target language.  Teacher will pass a fruit basket around. The students will pick out a fruit or vegetable and name it in target language; With teacher assistance they will provide a sentence to describe their like/dislike: <i>I like to eat _____.</i> <i>I don't like to eat _____.</i>	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary for fruits: <i>Apple, banana, grapes, oranges, mango, watermelon, pomegranate</i>  Vocabulary for vegetables: <i>Potato, tomato, carrots, peas, onion, okra, eggplant</i>  Introduce vocabulary for adjectives: <i>sweet, bitter, sour, hard, soft</i>  Review vocabulary for colors, shapes and numbers.  Teacher will say short sentences such as: <i>It is red and round.</i> <i>It is soft and yellow.</i> <i>It is yellow and sour.</i>  Teacher will model the basic sentence; students will imitate the teacher's sentence and fill in the blank with the answer of their choice. <i>I like to eat _____.</i> <i>I don't like to eat _____.</i>

<i><b>PARTS OF THE BODY PART I</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
<p>Name parts of the body. (34)</p> <p>Understand gender related to body parts: (Gujarati nouns are divided into masculine, feminine and neutral forms. Hindi and Telugu nouns are divided into masculine and feminine forms.). (35)</p> <p>Use correct gender form for pronouns <i>I</i> and <i>You</i>. (35)</p> <p>Follow one-step commands related to body parts. (4)</p>	<p><b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.4</b></p>	<p>Students will repeat after the teacher when he/she introduces the body parts using pictures or pointing to self.</p> <p>Students will complete the following sentences orally with teacher assistance using correct gender in target language: I have one/two _____. You have one/two _____. Students will play Simon Says using commands touch, move, open.</p> <p>Students will listen to songs related to body parts.</p>	<p>Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation</p>	<p>Understand and use vocabulary of body parts: <i>eyes, ears, nose, tongue, mouth, head, hand, finger, thumb, leg, toe, shoulder, stomach</i> Understand the gender variations of body parts: <u>Gujarati:</u> M: <i>leg, ear, hand, shoulder</i> F: <i>eye, finger, tongue</i> N: <i>head, nose, mouth, stomach</i> (Neutral forms are for Gujarati only.) <u>Hindi:</u> M: <i>leg, ear, hand, shoulder, head, nose, mouth, stomach</i> F: <i>eye, finger, tongue</i> Use correct gender form for <i>I</i> and <i>You</i> with the corresponding body part: Understand vocabulary of verbs “to have”, “to touch”, “to move” and “to open” Understand commands: <i>Touch the ___, Move the ___, Open the ___, etc.</i> <u>Telugu:</u> All names of body parts are neutral.</p>



<i><b>PARTS OF THE BODY Part II</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
Name parts of the body. (34) Understand gender related to body parts: (Gujarati nouns are divided into masculine, feminine and neutral forms. Hindi and Telugu nouns are divided into masculine and feminine forms.). (35) Use correct gender form for pronouns <i>I</i> and <i>You</i> . (35) Follow one-step commands related to body parts. (4)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.2</b>	Students will repeat after the teacher when he/she introduces the body parts using pictures or pointing to self.  Students will complete the following sentences orally with teacher assistance using correct gender in target language: I have one/two _____. You have one/two _____.  Sing "Head, shoulders, knees and toes" song translated in target language.  Students will play Simon Says using commands touch, move, open.  Students will listen to songs related to body parts.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Understand and use vocabulary of body parts: <i>eyebrow, forehead, lips, cheeks, chest, shoulder, elbow, wrist, back, knees, ankle, foot, etc.</i> Understand the gender variations of body parts: <u>Gujarati:</u> M: <i>lips, cheeks, shoulder</i> F: <i>eyebrow, chest, elbow</i> N: <i>forehead, nose, mouth, stomach</i> (Neutral forms are for Gujarati only.) <u>Hindi:</u> M: <i>leg, cheeks, shoulder, head, nose, mouth, stomach</i> F: <i>eyebrow, chest, back, wrist</i> Use correct gender form for <i>I</i> and <i>You</i> with the corresponding body part: Understand vocabulary of verbs "to have", "to touch", "to move" and "to open" Understand commands: Touch the ___, Move the ___, Open the ___, etc. <u>Telugu:</u> All names of body parts are neutral.

<i><b>NUMBERS 0 TO 20</b></i>				
<i><b>PROFICIENCY / OBJECTIVE</b></i>	<i><b>Standards</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The student will be able to:</b></i>		<i><b>Students will:</b></i>		
Recite numbers 0 to 10. (6) Identify numbers from 11 to 20. (6) Understand the phrase <i>___plus___ equals</i> . (36) Name objects in the house.	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b>	Review and learn new numbers and vocabulary of addition in the target language. Teacher will present the addition phrase in target language, and student will respond using correct number answer. Bingo with teacher as a lead: Teacher calls out numbers 11-20 and student pairs find them on	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Numbers from 11 to 20. <i>___plus___ equals ___</i> . Math skills are not given importance for this lesson. Vocabulary for following directions: <i>stand up, sit down, raise your hand</i> , etc. Review object names:

<i>NUMBERS 0 TO 20</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
(31) Name fruits and vegetables. (21)	<b>7.1.NM.C.4</b>	<p>their shared board. *need 10 boards Assign each student a number (multiple students can be assigned the same number). Teacher calls out commands: Stand up if your number is ____.</p> <p>Teacher will show pictures of common household objects, fruits and vegetables, and ask “How many <u>apples</u> do you see? Students will answer using numbers.</p>		<p>Table, chairs, books, crayons, rooms, etc. Review fruit and vegetable names: <i>Apples, bananas, tomatoes, potatoes, etc.</i></p>

<i>SCHOOL LIFE AND DAILY ROUTINE Part I</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
<p>Name verbs related to school life and daily routines. (5, 32) Review numbers 1 to 12. (6) Tell time to the hour. (8)</p>	<b>7.1.NM.A.2</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.4</b>	<p>Teacher will present the verbs in infinitive form (e.g. to play, to read, etc.) on the board with corresponding meaning. Students will write the words in target language using transliterated letters.</p> <p>Play charades: Students will take turns acting out the various verbs and the remaining children will guess the verb.</p> <p>Teacher will explain the following activity to the students to review numbers: Teacher will point to one student who will point to one student who will say the number one and will then randomly point to another student who will say the number two, going up to 12. Teacher will show a clock and the class will practice telling time to the hour in target language using the numbers 1 to 12.</p>	<p>Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation</p>	<p>Verbs: <i>play, learn, read, write, eat, drink, wake up, sleep, bathe, work, sit, stand, go, come, etc.</i> Numbers <i>1 to 12</i> Tell time using numbers 1 to 12. <i>At 7 o'clock</i> <i>At 10 o'clock</i></p>

<i>SCHOOL LIFE AND DAILY ROUTINE Part II</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Review verbs related to school life and daily routines. (5, 32) Review numbers 1 to 12. (6) Understand nouns related to school and daily routines. (5, 32) Understand sentences describing school life and daily routines using the pronoun "I". (5, 32)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b>	Students will find a partner and will take turns acting out the verbs and guessing the action in target language or reviewing their schedule that they completed for homework the week before.  The class will recite numbers 1 to 12.  Teacher will introduce the nouns using picture cards or objects that can be associated with the noun (e.g. egg for breakfast).  Teacher will present the verbs in sentence form using the pronoun "I" in target language. Students will provide the English translation for the sentence with teacher assistance or following teacher's models.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Verbs: <i>play, learn, read, write, eat, drink, wake up, sleep, bathe, work, sit, stand, shop, go, come</i> , etc. Numbers 1 to 12 Understand nouns: <i>School, home, breakfast, lunch, dinner, morning, night, friend, store</i> Understand sentences: I go to school. I learn at school. I read and write at school. I play at school. I eat lunch at school. I eat breakfast/dinner at home. I sleep in my room. I bathe in the morning/night. I come home. I go to a friend's house. I go shopping. I sit. I stand.

<i>CLASSROOM OBJECTS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Use names for things found around the classroom. (5) Understand questions. (36) Answer questions using verb "see" in sentence form with teacher assistance.	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b> <b>7.1.NM.A.5</b> <b>7.1.NM.B.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b>	Pictures of various items in a classroom: Teacher selects one card and slowly reveals more and more of the picture.  Students take turns guessing the picture on the card by naming the item.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn vocabulary: <i>table, chair, desk, computer, books, crayons, pencil, pen, plant, window, door, notebook, paper</i> , etc. Improve comprehension of the question: <i>What do you see?</i> Improve ability to answer using vocabulary as described above in complete sentence.

<i>CLASSROOM OBJECTS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
(36) Understand and use locative words while describing location of objects within the classroom. (35)	<b>7.1.NM.C.4</b>	Memory game: Teacher will display a range of items found in a classroom. Students will close their eyes as the teacher removes one item. Students take turns guessing which item is missing.  Students will answer using complete sentences with teacher assistance: I see ____.		e.g. <i>I see ____.</i> Understand the question: <i>What is missing?</i> Understand and use locative words: <i>on top of, under, next to</i> , etc.

<i>READING ALPHABET</i> The sounds will be introduced categorically based on part of the mouth used to produce a particular sound.				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Identify guttural alphabet letters. (41) Identify sound-letter relationship for guttural sounds. (41) Understand questions. (36) Be introduced to the entire alphabet. (41)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher will introduce the 5 sounds, and have the children repeat the sounds.  Students will learn to recognize letter formations in target language: Teacher selects one letter and slowly reveals more and more of it. Students take turns guessing what letter it is.  Teacher says the sound of a letter and student holds up a note card with that letter written on it. (Each student should have 5 cards with one letter on it.)  Teacher gives out one notecard with one of the sounds written on it to each child. The teacher then calls out one of the letters and the students holding that letter go to a designated group spot in the classroom.  Teacher holds up a card and asks: What letter is this? Students take turns answering.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn to recognize guttural alphabet letters written in target language: ka, kha, ga, gha, ha Student will accurately produce the sounds corresponding to the letters: ka, kha, ga, gha, ha Improve comprehension of the questions: What letter do you see? Or What letter is this? Student will repeat after the teacher the entire alphabet in target language using good pronunciation.

<i>READING ALPHABET</i> The sounds will be introduced categorically based on part of the mouth used to produce a particular sound.				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
		Teacher will give out printed alphabet sheet with pronunciation guide. Sing a song addressing all alphabet letters.		

<i>READING ALPHABET</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Learn sound-letter relationship. (41) Identify dental alphabet letters. (41) Identify alphabet letters in correct order. (41) Develop vocabulary related to the target sounds. (34)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher will introduce the seven letters. The students will repeat after the teacher.  Students will sit in a circle and play “Duck, duck, goose” game. One student walks around the circle touching each head and saying “Ta, Tha, Da, Dha, Na, La, Sa”, one letter per head. When the student says another letter (e.g. one of the letters from the week before), then the sitting student will get up and chase the first student.  Teacher will give pictures and transliterated words corresponding to each of the seven beginning dental sounds.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn alphabet letters: Dental: ta, tha, da, dha, na, la, sa Improve comprehension of the question: What letter do you see? Or What letter is this? Student will accurately produce the sounds corresponding to the letters.

<i>READING ALPHABET</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Learn sound-letter relationship. (41) Identify palatal alphabet letters. (41) Identify alphabet letters in correct order. (41) Develop vocabulary. (34)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher will show letters and their corresponding sounds.  Teacher will show pictures of words that start with target sounds.  Bingo game: Teacher will hand out bingo boards with nine boxes with pictures that have beginning sounds of all the letters learned to date.  Spinner game: A pair of students will be given a spinner with target sounds in each section of the spinner. The students will take turns spinning and saying the sound the arrow points to.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn alphabet letters: Palatal: cha, Cha, ja, jha, sha Improve comprehension of the question: <i>What letter do you see? Or What letter is this?</i> Student will accurately produce the sounds corresponding to the letters. Teacher will show pictures corresponding to each of the above letters and name them (use transliterated letters to read the pronunciation of the word.)

<i>READING ALPHABET</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Learn sound-letter relationship. (41) Identify cerebral alphabet letters. (41) Identify alphabet letters in correct order. (41) Improve comprehension of questions. (36)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher will introduce the sounds and talk about the placement of the tongue as each sound is made, and contrast the cerebral sounds with the dental sounds.  Simon says: One student says one of the target sounds from today, and his/her partner students repeats the same sound. Teacher and the other students are the judge to determine if the sound was repeated accurately (by pointing thumbs up or thumbs down). The student pairs swap turns.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn alphabet letters: Cerebral: Ta, Tha, Da, Dha / Guj: Dda, Na <i>What letter do you see?</i> <i>What letter is this?</i> Student will accurately produce the sounds corresponding to the letters.

<i>READING ALPHABET</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Identify labial alphabet letters. (41) Learn sound-letter relationship. (41) Identify alphabet letters in correct order. (41) Improve comprehension of questions. (36)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher will introduce the sounds of the letters; and students will repeat after the teacher.  Name game: Teacher will say one of the letters and students will take turns thinking of names of a person that starts with that sound.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn alphabet letters: Labial: pa, fa/pa, ba, bha, ma, va <i>Whose name starts with the letter ____?</i> Student will accurately produce the sounds corresponding to the letters.

<i>READING ALPHABET</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Identify gliding alphabet letters. (41) Learn sound-letter relationship. (41) Identify alphabet letters in correct order. (41) Review the other letters of the alphabet. (41) Improve comprehension of questions. (36)	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher will say the two sounds and students will repeat after the teacher.  Teacher will model the words where these sounds occur.  Divide the students into four groups: Teacher will call out one of the target sounds (from the entire alphabet) and the group will come up with a word that contains that target sound. Ensure that all students take turns within their groups.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Learn alphabet letters: Glides: ya, ra

<i>SOUNDS IN WORDS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Discriminate the sounds that are embedded in simple words: -Beginning word position -Ending word position -Middle word position.	<b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.3</b>	Teacher selects one sound/letter and tells students to concentrate on that sound. Teacher will introduce the words based on location of the sound in the word; e.g. beginning word position only, then end, and then middle. Teacher should	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	List of words containing target sound categorized based on location of the sound in the word: Beginning: <i>ka- Kamal, Kamlesh, Kaan, Katha...</i>

<i>SOUNDS IN WORDS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
(41)		model the following process before-hand. Students will identify the location of the sound by touching their shoulder for beginning sounds, elbow for middle sounds and wrists for ending sounds.		End: <i>ka- Naak, truck</i> , etc. Middle: <i>ka- Shikar....</i> Teacher should use words in target language, however may use English words for practice.

<i>ORDINAL NUMBERS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Identify numbers from 1 to 10 as a review of numbers. (6) Recite ordinal numbers 1st to 10 <sup>th</sup> . (6)	<b>7.1.NM.A.5</b> <b>7.1.NM.B.3</b> <b>7.1.NM.B.4</b> <b>7.1.NM.B.5</b> <b>7.1.NM.C.2</b> <b>7.1.NM.C.3</b>	Sing a song using days of the week (see Appendix).  Gujarati song: Ravi pachhi Som chhe, treejo Mangadvaar; chotho Budh, Guru paanchmo, chhattho Shukravaar; Shanivaar te saatmo, chhel-lo vaar ganaay; Aam ek atthvadiyu, saat vaar nu thaay.  Hindi song: Ravi ke baad mein Som hai, ....  Play hopscotch- Count each jump using the ordinal numbers.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: first , second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, after, before, last, week, etc.



<i>SIMPLE DESCRIPTIONS AND GENDER</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Use adjectives to describe animals. (34) Understand verb forms. (34) Understand Singular/Plural nouns and gender. (35)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.4	Teacher will describe animals, and students have show the picture of the animal being described.  Use adjectives to describe animals and their movements.  Teacher will bring in pictures that show contrasting features (big, small, beautiful, ugly (fish), etc.  Teacher talks about people and animals (e.g. <i>Horses are tall, Sheep are short</i> , etc.); students raise their hand when they hear a plural noun.  Use common songs about animals to sing to listen to in class.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Adjectives: <i>big, small, tall, short, young, old, beautiful, ugly, hard, soft, fast, slow</i> Verbs: <i>"to be" –is/are</i>  Understand gender based on noun and singular versus plural nouns G: <i>moTo/moTi/moTu/moTa</i> etc. H: <i>baDA, baDi, baDe</i> etc

<i>TIME I</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Express time on the hour. (8) Understand a few questions related to time. (8, 36)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.4	Teacher will teach time related vocabulary. Students will be able to ask and tell time to the hour.  Teacher will ask questions in target language. Students will answer using time/numbers in target language (words or phrases are acceptable).	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Question: <i>You get home at 5pm and dinner is at 6pm. How much time do you have to play?</i> Answer: <i>One hour</i> <i>Three hours</i>

<i>CLOTHING</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Name articles of clothing in target language. (34) Describe clothing using a variety of adjectives such as colors, opposites (long, short, clean, etc.) at the sentence level with teacher's assistance. (34)	<b>7.1.NH.A.1</b> <b>7.1.NH.A.2</b> <b>7.1.NH.A.4</b> <b>7.1.NH.B.2</b> <b>7.1.NH.B.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.C.5</b>	Teacher will name the word(s) in target language for each of the clothing terms. The students will recite after the teacher using good pronunciation.  Crafts activity: (Materials: scissors, colored paper and glue stick). Teacher will give students paper people (paper dolls) and have the students make paper clothing for them. Students will come to the front of the class and do show and tell with their people using the new vocabulary.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>clothes, shirt, T-shirt, pants, shorts, dress, shoes, socks, skirt, cap, coat, turban</i> , etc. <i>My boy/girl is wearing a red shirt.</i> <i>My boy has a blue cap.</i> <i>My girl does not have a turban.</i> Etc.

<i>SCHOOL LIFE AND DAILY ROUTINE Part III</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Review verbs related to school life and daily routines. (34) Understand questions related to school. (36) Express sentences describing school life and daily routines using the pronoun "I". (35) Name common school subjects in target language. (5) Understand and use subject-verb forms, negatives, familiar/polite forms of "you" and "we". (35)	<b>7.1.NH.A.1</b> <b>7.1.NH.A.2</b> <b>7.1.NH.A.3</b> <b>7.1.NH.A.4</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.2</b> <b>7.1.NH.B.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.C.1</b> <b>7.1.NH.C.2</b> <b>7.1.NH.C.3</b>	Charades game: Students will find a partner and will take turns acting out the verbs and guessing the action in target language.  Teacher will ask the questions in target language and explain its meaning. Students will repeat after the teacher.  Teacher will then present the responses in sentence form and students will recite the sentence forms after the teacher's models.  Students will find three classmates and ask them the learned questions. They will write the answers down and share the information with the teacher after.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Verbs: <i>play, learn, read, write, eat, drink, wake up, sleep, bathe, work, sit, stand, shop, go, come</i> , etc.  Understand questions: <i>What is your name?</i> <i>What is the name of your school?</i> <i>What school do you go to?</i> <i>What grade are you in?</i> <i>What is your teacher's name?</i> <i>What do you do at school?</i> <i>What is your favorite subject?</i> <i>What subject do you not like?</i>  -Provide responses: <i>My name is ____.</i> <i>I go to ____ school.</i> <i>I am in ____ grade.</i> <i>My teacher is ____.</i> <i>I learn Hindi/Guj at school.</i>

<i>SCHOOL LIFE AND DAILY ROUTINE Part III</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
				<i>I learn to read and write and school.</i> <i>I play at school.</i> <i>I eat lunch at school.</i> <i>etc.</i> <i>I like (subject).</i> <i>I do not like (subject).</i>  Vocabulary: <i>Math, Science, English, Gym, Social Studies,</i> <i>etc.</i> -I am...,We are...,You (familiar) are...,You (polite) are...,They are... -You (familiar and polite) Yours (fam/pol), We, Ours

<i>COMMUNITY HELPERS AND PLACES</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Name locations within their community. (34) Name occupations that may be encountered within their community. (15) Create sentences using the target vocabulary. (35)	<b>7.1.NH.A.1</b> <b>7.1.NH.A.4</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.2</b> <b>7.1.NH.C.3</b> <b>7.1.NH.C.5</b>	<p>Teacher will provide the names for places within the community in target language, and look at pictures on computer. Students will recite the names after the teacher. Teacher should have the students practice writing the words in target language next to their meaning in English.</p> <p>Teacher can provide the names/titles of jobs that people do. Students can recite the names after teacher's models. They can learn to write these words in target language with teacher's assistance.</p> <p>Students can talk about what their parents do at work by using complete sentences. e.g. My dad is a teacher at Vidyalaya school. My Mom is an engineer.</p>	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>school, grocery store, clothing store, library, park, police station, Fire house, movie theatre, gym, temple, etc.</i> Occupations: <i>teacher, doctor, cashier, engineer, policeman, fire fighter, businessman, priest, mailman, accountant, architect, artist, author, carpenter, cook/chef, farmer, florist, etc.</i>

<i>SHOPPING</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Review food and drinks vocabulary from the previous years. (34)  Use vocabulary related to shopping. (18, 34)  Use and understand questions and sentences to communicate shopping needs. (18, 36)	<b>7.1.NH.A.1</b> <b>7.1.NH.A.2</b> <b>7.1.NH.A.3</b> <b>7.1.NH.A.4</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.2</b> <b>7.1.NH.B.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.1</b> <b>7.1.NH.C.2</b> <b>7.1.NH.C.3</b>	The week before have the students make 2 brown paper bag puppets of people (e.g. boy, girl, man, woman), and have them bring them in to class. Review: Teacher should bring in empty containers/plastic bags of food products (such as milk, orange juice, egg carton, bread, soda, cereal, etc.), and either real or fake fruit and vegetables. During class: The teacher will review food and drink vocabulary, by asking “What goes inside this?” and students will answer using nouns in target language. Role play shopping scenarios: The students will write a short shopping scenario in English on a piece of paper underlining all food and drink words. Teacher will demonstrate this. <i>e.g. Customer: Hi, my name is Raj. I want to buy some <u>soda and milk</u>. Where can I find them?</i> <i>Helper: Soda is in aisle 5. Milk is in aisle 8. Or I don't know where soda is kept. Let me find out for you.</i> Students will use their paper bag puppets to play out the scenarios by themselves or with a group in the classroom. Teacher will guide them with grammar use and sentence production.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	<i>-milk, bread, eggs, fruit, vegetables, soda, juice, cereal, etc.</i> <i>-buy, sell, show, find, help, want, know, ask, is/are, etc.</i> Other related nouns such as: <i>aisle, customer, cashier, etc.</i> Customer's language: <i>-Can you help me?</i> <i>-Do you have ____?</i> <i>-How much is this?</i> <i>-Where can I find ____?</i> <i>-I need/want ____.</i> <i>-I want to buy/get some ____.</i>  Helper's language: <i>-Yes, I can help you.</i> <i>-____ is in aisle number ____.</i> <i>-Sorry, I don't know where it is.</i> <i>-Let me ask someone.</i>

<i>NUMBERS 0 - 30</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Recite numbers 0 to 30. (6) Identify numbers from 21 to 30. (6) Express math function using complete sentence.	<b>7.1.NH.A.1</b> <b>7.1.NH.A.2</b> <b>7.1.NH.A.3</b> <b>7.1.NH.A.4</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.2</b>	Learn simple numbers and vocabulary of addition in the target language.  Solve simple addition problems from zero to thirty in target language orally.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Numbers from 21 to 30. Vocabulary for following directions: <i>stand up, sit down, raise your hand, etc.</i> <i>-____ and ____ equal ____.</i> <i>-Stand up (sit down) if your number is ____</i> -Review object names:

<i>NUMBERS 0 - 30</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
(35) Use and understand basic commands. (4, 38) Name objects in the house. (30) Name fruits and vegetables. (21)	<b>7.1.NH.B.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.C.1</b> <b>7.1.NH.C.2</b> <b>7.1.NH.C.5</b>	Bingo with teacher as a lead: Teacher calls out numbers 21-30 and student pairs find them on their shared board. *need 10 boards  Assign each student a number (multiple students can be assigned the same number). Students take turn calling out commands: Stand up if your number is ____.  Teacher will show pictures of common household objects, fruits and vegetables. Students will name them and count how many items there are using target language.		<i>Table, chairs, books, crayons, rooms, etc.</i> <i>Review fruit and vegetable names:</i> <i>Apples, bananas, tomatoes, potatoes, etc.</i>

<i>MONEY</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Recite and name currency terms in target language. (18)  Ask questions related to making a purchase. (18)  Comment on the price in a sentence format using new adjectives. (18, 34)	<b>7.1.NH.A.1</b> <b>7.1.NH.A.4</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.3</b> <b>7.1.NH.B.4</b> <b>7.1.NH.B.5</b> <b>7.1.NH.C.2</b> <b>7.1.NH.C.3</b> <b>7.1.NH.C.5</b>	Teacher will explain shopping scenarios in India. The class will discuss how shopping differs in India versus US.  Students will role play a shopping experience in India. In preparation for this activity, the class should be divided into store owners and customers during the previous class. The store owners should bring in items that they want to sell. The customers should make fake rupees and coins and bring them in to class. The store owners will set up a store, and will sell particular goods they brought (clothes, groceries, flowers, etc.) The customers will go shopping using printed Indian currency. Half way through the class, the store owners and customers should exchange roles. The teacher	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: rupees and coins: 25cents, 50 cents, etc. -How much does this cost? Do you have any ____? I want more ____. Where can I find ____?  -This is too expensive. This is cheap. I want to buy (number) (objects). I like the (color) one. etc.

<i>MONEY</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
		should walk around the class supervising the conversations and providing correct models for sentences and questions.		

<i>BIRDS AND INSECTS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Identify names of birds. (34)  Identify names of insects. (34)	<b>7.1.NH.A.1</b> <b>7.1.NH.A.2</b> <b>7.1.NH.B.1</b> <b>7.1.NH.B.2</b> <b>7.1.NH.B.4</b>	Teacher will introduce the words with pictures.  Students will play the Memory game using pairs of the same picture. The students will play in groups of 2 to 4 and take turns matching picture cards and naming the card as it is turned over.  Play bingo-using picture bingo cards of birds and/or insects.  Students will compare birds and insects using vocabulary learned.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Birds- <i>chicken, duck, crow, sparrow, pigeon, eagle, owl, parrot, peacock, swan, vulture and wood pecker</i> Insects: <i>ant (small, black), ant (large, black), bee, butterfly, cockroach, fly, grasshopper, mosquito, moth, spider</i>

<i>TRANSPORTATION</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Use vocabulary terms related to forms of transportation. (34) Understand questions related to transportation. (36) Answer questions at phrase or sentence level. (35) Use conjunctions as necessary. (34)	7.1.IA.2 7.1.IA.4 7.1.IA.5 7.1.IA.7 7.1.IB.2 7.1.IB.3 7.1.IB.4 7.1.IB.5 7.1.IC.2 7.1.IC.3	Teacher will introduce the modes of transportation to students and students will recite them. They will practice spelling the words with the teacher as a group and then will write them down in target language.  Teacher will ask “How do you get to school?”, etc. Students will orally answer using the vocabulary learned at phrase or sentence level. Students will imitate teacher’s models. If there can be more than one correct answer, teacher should model a use of the conjunctions <i>and</i> and <i>or</i> in sentences.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary -bus, car, cab, bicycle, train, airplane, ship, boat, truck, walking Questions: -How do you get to school? By car, bus, walking, etc. -How do we get to (any far away place)? By car, plane, ship, bicycle, boat, etc. -How do you like to travel? In a plane, ship, by car, etc.  -Answers: By bus, by plane, etc. I go by bus. -We go by plane and ship. We go by bicycle or walking.

<i>READING SHORT PASSAGES</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Read short passages (1 to 2 paragraphs) using good fluency and articulation. (41) Comprehend the passages. (35) Dictate the short passages using good fluency and articulation. (35)	7.1.IA.2 7.1.IA.4 7.1.IA.5 7.1.IB.2 7.1.IB.3 7.1.IB.4 7.1.IB.5 7.1.IC.1 7.1.IC.2 7.1.IC.3 7.1.IC.4 7.1.IC.5	Teacher will display short pieces of text in target language around the room on different colored poster boards using large fonts. Students should pair up with a partner. There should be enough poster boards so that each student pair has one board (e.g. 20 students need 10 poster boards). One student pretends to be the “ear” and the other pretends to be the “eye”. One pair goes up at a time to a poster board chosen by the teacher (the red board, yellow board, etc). The “ear” gets blind folded and guided to one poster board. The “eyes” read the passage out loud to the “ear”. The “ear” repeats the passage as clearly and accurately as possible. The other classmates can be the judges and give a	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Short passages of approximately equal length and complexity in the target language. They could all be from one story or from different stories. The passages could be copied from story books, newspaper articles, or material created by the teacher (e.g. directions to various pretend locations around town). There are many short passages that can be found in the KS Book- G: pages 199-211 H: pages 206-216  These passages utilize vocabulary and



**READING SHORT PASSAGES**

<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>		<b>Students will:</b>		
		score out of 10 (higher score for less mistakes). The “ear-eye” team with highest points wins the game.		sentence structures that have already been presented before in the book.

**DESCRIBING PEOPLE**

<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>		<b>Students will:</b>		
Use a variety of adjectives and nouns to describe people and their appearance. (34) Review names of clothing and colors. (34, 17) Describe clothing and jewelry. (34) Use verbs related to appearance of people. (34) Identify professions based on clothing. (15) Write sentences using the target vocabulary with teacher assistance and models. (35)	<b>7.1.IL.A.2</b> <b>7.1.IL.A.4</b> <b>7.1.IL.A.7</b> <b>7.1.IL.A.8</b> <b>7.1.IL.B.1</b> <b>7.1.IL.B.2</b> <b>7.1.IL.B.3</b> <b>7.1.IL.B.4</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.2</b> <b>7.1.IL.C.3</b> <b>7.1.IL.C.4</b> <b>7.1.IL.C.6</b>	During class, the students will use the picture they brought in from home (see homework description) to write a description of the person in the picture. They will use complete sentences in target language to describe the distinguishing characteristics of this person. (Teacher should bring a few pictures to class just in case some students did not do their homework or use multimedia to find pictures). The teacher will guide the students individually with vocabulary usage and spelling. The class will then play a game using the pictures and written descriptions. The teacher will collect all the pictures and display them so all students can see them. The pictures should be numbered. The students go up one at a time and read their description, while the classmates guess the picture (or corresponding number) of the person being described.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>tall, short, thin, fat, beautiful, man, woman, child, etc.</i> Vocabulary for colors and clothing KS book: H: p. 110-111 G: p. 113-114  Vocabulary: <i>jewelry (necklace, earrings, bangles, ring, gold, silver, copper, pearls, etc.), long, short, narrow, wide, simple, fancy, embroidered, silk, cotton, velvet, wool, leather, etc.</i> Verbs: <i>wearing, putting on, holding, standing, sitting, smiling, etc.</i> Sentences: <i>The man is tall.</i> <i>The woman is wearing a saree.</i> <i>The short man is standing.</i>

**EXTENDED RELATIONSHIPS**

<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>		<b>Students will:</b>		
Review previously learned vocabulary regarding immediate family members.	<b>7.1.IL.A.2</b> <b>7.1.IL.A.3</b>	Class will create a family tree to include the following family members:	Teacher Observation Assess for accuracy and participation	Vocabulary for review: <i>Father, mother, brother, sister</i>

<i>EXTENDED RELATIONSHIPS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
(10) Name the extended family relations. (10) Produce sentences in target language using target vocabulary for this lesson and conjunctions. (35)	<b>7.1.IL.A.4</b> <b>7.1.IL.A.7</b> <b>7.1.IL.A.8</b> <b>7.1.IL.B.2</b> <b>7.1.IL.B.3</b> <b>7.1.IL.B.4</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.3</b> <b>7.1.IL.C.4</b> <b>7.1.IL.C.5</b>	<i>Mother, Father, both sets of grandparents, sisters, brothers, Uncles (Mom's and Dad's brothers) and Aunts (Mom's and Dad's sisters).</i> Students will draw a tree and fill in sample relatives for each one named above. The tree will be labeled using the terms above.  The students will provide names of neighbors and friends in sentence format followed by teacher's models. <i>e.g. I have two friends.</i> <i>Their names are __ and __.</i> <i>I have three neighbors.</i> <i>I don't know their names.</i>	Presentational Rubric Comprehension checks Formal evaluation	New Vocabulary: <i>Grandmother, aunt, Grandfather, uncle, cousin, family, friend, grandson, granddaughter, husband, wife, neighbor, friend, parents, son, daughter, stepfather, stepmother, niece, nephew, etc. May include the differences between maternal and paternal sides of the family especially in terms of names of the relatives (e.g. Mother's brother versus Father's brother).</i> Refer to KS book: G-p.106-107 H-p.105-106

<i>FOOD GRAINS AND SPICES</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Recite the names of the grains and spices. (20, 34) Review vocabulary related to color, shape. (17, 34) Recite vocabulary related to smell and taste. (34) Produce sentences to express likes and dislikes. (13, 35)	<b>7.1.IL.A.2</b> <b>7.1.IL.A.4</b> <b>7.1.IL.A.7</b> <b>7.1.IL.B.2</b> <b>7.1.IL.B.4</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.1</b> <b>7.1.IL.C.2</b> <b>7.1.IL.C.3</b>	Teacher will bring in samples of these grains and spices (pre-labeled in target language and in English).  Students will use describing words to describe color, shape, smell or taste of the grains and spices.  Students will express in sentences if they like or dislike specific grains or spices.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>Grains, beans, corn, green pea, chick peas (gram), millet, moong, pigeon pea, rice, wheat, flour, etc.</i> Vocabulary: <i>Spices, asafetida, black pepper, cardamom, salt, cinnamon, cloves, fennel, brown sugar, mustard seed, sugar, nutmeg, red pepper, tamarind, tea, turmeric, etc.</i> Vocabulary: <i>yellow, black, round, etc.</i> Vocabulary: <i>Sweet, salty, sour, bitter, spicy, etc.</i> Sentences: <i>I like moong.</i> <i>I don't like cinnamon.</i>

<i>VOCABULARY AND WORD RECALL GAME</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Recall the names of the following: Colors, clothing, grains, spices, numbers, family members (immediate and extended), farm animals, zoo animals, food and drink items, parts of the body, objects found in school and home, fruits, vegetables, etc. (35) Write the words in target language (spelling mistakes are acceptable as long as the student's intent is clear to the teacher). (35)	7.1.IL.A.2 7.1.IL.A.4 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4	Scattergories Game: Teacher will distribute handouts with 5 blank spaces numbered 1 to 5. Students should write their name on their paper. Then teacher will use a timer to set a time limit for each game (e.g. one minute per word to be written, or adjust depending on the student's ability to write). Teacher will choose one letter of the alphabet in target language (e.g. ta). He or she will instruct the class that each answer must begin with this letter. Then he or she will name five categories one at a time (e.g. Name a fruit that starts with ta), etc. When timer goes off, students will put their pencils down and will pass their paper to one of their classmates. The class will review the answers together. The students whose answer is original will score a point. The students with matching answers do not get a point. Score the game and return the paper back to the student who wrote the answers. Start a new game with a new letter. Teacher can use categories such as name of a boy, girl, etc. too.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary correlated with all the categories listed in the left column. Refer to Kirit Shah book for examples of words and categories.

<i>NUMBERS 0 - 50</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Recite numbers 0 to 50. (6) Identify numbers from 21 to 50. (6) Express math function using complete sentence. (6, 35) Use basic commands. (4, 38)	7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.3	Find numbers around the classroom: "1" on a clock, "2" on the door, "3" on a game board spinner, "20" on a calendar, "30" in the book (page number), etc. Then say this number in target language.  For higher numbers, do "skip counting": 2,4,6,8,... or 1,3,5,7,...or 5,10,15,20, etc.  Count to 50 while bouncing a ball or jumping a	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary correlated with all the categories listed in the left column. Refer to Kirit Shah book for examples of words and categories.

<i>NUMBERS 0 - 50</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
		rope.  Ask the students, then time them as they count in target language: How many times can you clap in one minute? How many times can you jump in one minute?		

<i>PICTURE DESCRIPTION</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Create sentences describing picture. (35) Use correct grammar forms: Verbs, Pronouns, Adjectives. (35, 34) Use correct noun forms: Gender and Plural versus Singular. (34)	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.3	Teacher will model how to describe pictures using complete sentences.  Students will look at the picture and describe the scene.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary correlated with all the categories listed in the left column. Refer to Kirit Shah book for examples of words and categories.

<i>PICTURE DESCRIPTION</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Create sentences describing picture scenes (up to 4 scenes). (35) Use transitional words: first, next, last. (28) Use correct grammar forms: Verbs, Pronouns, Adjectives. (34) Use correct noun forms: Gender and Plural versus Singular. (34) Explain the main idea of the story. (28, 35)	<b>7.1.IL.A.1</b> <b>7.1.IL.A.2</b> <b>7.1.IL.A.3</b> <b>7.1.IL.A.4</b> <b>7.1.IL.A.5</b> <b>7.1.IL.A.6</b> <b>7.1.IL.A.8</b> <b>7.1.IL.B.1</b> <b>7.1.IL.B.2</b> <b>7.1.IL.B.3</b> <b>7.1.IL.B.4</b> <b>7.1.IL.B.5</b> <b>7.1.IL.C.1</b> <b>7.1.IL.C.3</b>	Teacher will model how to describe picture scenes using complete sentences.  Students will put the picture scenes/cards in the correct order.  Students will describe the story one scene at a time in a verb tense predetermined by the teacher (present, past, future).  Students will use transitional vocabulary to demonstrate sequence of the story.  Pair up the students in groups of 2: Game: One student describes the picture scene and other will choose the picture being described. Student 1 will help student 2 to sequence the cards in the order determined by student 1.  Game: Student 2 will choose story sequence based on student 1's description of the main idea of the story.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary correlated with all the categories listed in the left column. Refer to Kirit Shah book for examples of words and categories.

<i>TRAVEL I</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Use a variety of “wh-” questions in target language related to travelling. (27, 36) Answer the questions using one to three sentences. (27, 35) Use correct gender and plural forms related to verbs. (34) Use correct past tense forms of verbs. (34) Use conjunctions. (34)	<b>7.1.IM.A.4</b> <b>7.1.IM.A.6</b> <b>7.1.IM.A.7</b> <b>7.1.IM.A.8</b> <b>7.1.IM.B.1</b> <b>7.1.IM.B.2</b> <b>7.1.IM.B.3</b> <b>7.1.IM.B.5</b> <b>7.1.IM.C.1</b> <b>7.1.IM.C.2</b> <b>7.1.IM.C.3</b> <b>7.1.IM.C.4</b>	Teacher will model the question forms and explain their meaning, or will ask the students to guess its meaning.  Phone a friend: Students will pair up with another classmate. They will take turns asking questions and answering the questions while pretending to be on the phone. They will gather necessary information, and then they will share information about what their classmate did on his/her vacation with the rest of the class. Teacher will encourage and model correct use of grammar and vocabulary.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	-Where did you go for vacation? -When did you go for vacation? -What did you do? -Why did you go there? -Who did you go with? -What did you like there? -How was the weather? -Did you buy anything there? -How much did it cost? -What did you eat there? -Will you go back there again?  Answers will vary per student.  -I (male) went on vacation. I (fem.) went on vacation. You (male) versus You (fem.) We went on vacation. -go/went, do/did, see/saw, etc. -because, but, and, etc.

<i>TRAVEL II</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Use travel, transportation, time and calendar vocabulary to explain plans for a future trip in a sequential format. (28) Use correct future tense verbs, ordinal numbers, transitional words, and a variety of verbs. (34)	<b>7.1.IM.A.4</b> <b>7.1.IM.A.5</b> <b>7.1.IM.A.6</b> <b>7.1.IM.A.7</b> <b>7.1.IM.A.8</b> <b>7.1.IM.B.2</b> <b>7.1.IM.B.3</b> <b>7.1.IM.B.4</b> <b>7.1.IM.B.5</b> <b>7.1.IM.C.1</b> <b>7.1.IM.C.2</b> <b>7.1.IM.C.3</b> <b>7.1.IM.C.4</b>	Teacher will ask the students to plan a trip to a destination of student's choice, who they will travel with and why. Students will pretend they are at the airport and are meeting each other for the first time (they can change their name and identity for this activity). They will walk around the class greeting each other and asking where the other person is going, etc. At the end, they will go in front of class one at a time, and the other students have to try to remember “who” the classmate was pretending to be and where he/she was going, etc.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	-When will you be travelling? (season, month, time, day) -How will you get there? (by bus, train, plane, etc.) -First, I/We will leave home at 7 am. Then will catch the 8 am train to New York. After that, we will take a cab to the airport. etc. -I/We plan to (read, watch, see, go to, visit, rest, talk, meet, walk, etc.) on Sunday. On Monday, I/we will....

<i>ASKING DIRECTIONS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Ask for help with directions. (40) Use questions forms related to directions. (36) Provide directions in a sequential format. (38) Use vocabulary related to positions (prepositions). (34)	<b>7.1.IM.A.4</b> <b>7.1.IM.A.6</b> <b>7.1.IM.A.7</b> <b>7.1.IM.A.8</b> <b>7.1.IM.B.1</b> <b>7.1.IM.B.2</b> <b>7.1.IM.B.3</b> <b>7.1.IM.B.5</b> <b>7.1.IM.C.1</b> <b>7.1.IM.C.2</b> <b>7.1.IM.C.3</b> <b>7.1.IM.C.4</b>	During the previous week, students can draw a map of a town on a 11 x 14 poster board. They should include details in target language (school, grocery store, park, airport, etc.). Students can pair up with another classmate and practice asking for and giving directions using the poster boards.  Students will pair up with a partner. One student will be blind folded. The partner student will guide the blind-folded partner to a specific location in the class/hallway/to another room, etc. Note: Student safety should be of utmost importance at all times.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	-Can you please help me? I am lost. How can I get to ____? Do you know how far ____ is? In which direction...? From where...? To where...? -Go straight. Make a right/left turn. When you see ____, turn ____. Pass ____ traffic lights. Go over/under a bridge. Go for ____ miles/km. It is on your right/left side. -near, opposite, next to, on, in, etc.

<i>EARTH AND ITS ELEMENTS</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Recite the new vocabulary terms. (34) Review animal, bird and insect names learned during previous years and expand upon the vocabulary. (34) Write descriptions in target language at sentence level using vocabulary of earth and its elements and other vocabulary from previous years such as adjectives and conjunctions. (35) Create a presentation describing animal habitats. (35)	<b>7.1.IM.A.1</b> <b>7.1.IM.A.2</b> <b>7.1.IM.A.3</b> <b>7.1.IM.A.4</b> <b>7.1.IM.A.5</b> <b>7.1.IM.B.1</b> <b>7.1.IM.B.2</b> <b>7.1.IM.B.3</b> <b>7.1.IM.B.4</b> <b>7.1.IM.B.5</b> <b>7.1.IM.C.2</b> <b>7.1.IM.C.3</b> <b>7.1.IM.C.4</b>	Teacher shows picture books about deserts, oceans, jungles, fields, suburbs, etc. Teacher should also show pictures of animals from all around the world, highlighting all the new vocabulary in target language. -Group activity: Divide the class into four groups. Each group will be assigned one of the following categories: jungle, desert, ocean, suburbs. Together, the group should make a poster showing, drawing or pasting pictures of animals, birds and insects that live in their assigned habitat. These pictures should be labeled in target language using complete, grammatically correct sentences to describe the animals and their habitats. They will then share their work with their class or the novice levels.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: air, dust, earth, ocean, island, lake, eclipse, desert, etc. Please refer to Kirit Shah's book pages 93 and 94 for further examples. Sentences: <ul style="list-style-type: none"> <li>• <i>Desert is dry and hot.</i></li> <li>• <i>There are seven oceans.</i></li> <li>• <i>Monkeys live in the jungle.</i></li> <li>• <i>Many fruits grow on islands in the Carribean ocean like mangoes and papayas.</i></li> </ul>

<i>IDIOMS OR FIGURATIVE LANGUAGE</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Understand and use common idioms in target language. (43) Create a short skit/scenario describing the use of the idioms. (35, 43)	<b>7.1.IM.A.3</b> <b>7.1.IM.A.5</b> <b>7.1.IM.A.7</b> <b>7.1.IM.A.8</b> <b>7.1.IM.B.2</b> <b>7.1.IM.B.3</b> <b>7.1.IM.B.5</b> <b>7.1.IM.C.1</b> <b>7.1.IM.C.2</b> <b>7.1.IM.C.3</b> <b>7.1.IM.C.4</b>	Teacher will say the idioms and students will act out or talk about the literal meaning. For example: <i>aankhon mein dhool jhonkana</i> literally means to throw dust in someone's eyes. Then teacher describes or has students guess the intended meaning. For example: <i>to deceive someone</i> . Act out a skit/scenario: Teacher will distribute idioms written in target language on note cards (one idiom per card) to each student. Students will create a scenario when this idiom could be used. They will come to the front of the class and act out the scenario. Teacher should model this for the class first. For example: Act like someone who is bothersome, annoying or aggravating like a child to a parent. The remaining students	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Idioms: Please refer to Kirit Shah books for examples. Hindi: pages 124-128 Gujarati: pages 129-130



<i>IDIOMS OR FIGURATIVE LANGUAGE</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
		should guess which idiom applies to this character (H: khoon peena; G: lohi peevu). Students take turns acting.		

<i>TRANSLATE FROM TARGET LANGUAGE TO ENGLISH</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
Read multiple sentences in target language. (35, 41) Orally translate the sentences into English. (35, 42, 44) Write the English translation with teacher assistance for spelling and grammar. (35, 44)	<b>7.1.IM.A.4</b> <b>7.1.IM.A.5</b> <b>7.1.IM.A.6</b> <b>7.1.IM.A.7</b> <b>7.1.IM.A.8</b> <b>7.1.IM.B.1</b> <b>7.1.IM.B.4</b> <b>7.1.IM.C.3</b> <b>7.1.IM.C.4</b> <b>7.1.IM.C.5</b>	Teacher and students will read aloud the paragraph, one sentence at a time. As a group, they will highlight unfamiliar or unknown words and discuss its meaning. The students will translate the sentences into English.  Teacher will bring in a couple of copies of dictionaries and will model using them to look up words in target language for the students. Teacher will also provide some on-line dictionary resources for the students to use at home. e.g. <a href="http://www.shabdkosh.com">www.shabdkosh.com</a> (English-Hindi dictionary) (English-Gujarati dictionary) (English-Telugu dictionary)	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Passages: Please refer to Kirit Shah books for examples. Read, Think, Translate- Hindi: pages 206-216 Gujarati: pages 199-211  Note: Most of the words and sentences in these passages have been explained and used earlier in the KS book so the students should be familiar with most of the language presented in the passages.

<b>WRITING A LETTER</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Utilize correct forms of greeting and farewell to be used in a letter. (1) Compose a short letter in writing using complete sentences in target language with full teacher assistance. (35) Proof read and edit the letter for grammatical or spelling errors with teacher or classmate's assistance. (35) Write the mailing address of a letter-buddy in India. (42)	<b>7.1.IH.A.1</b> <b>7.1.IH.A.2</b> <b>7.1.IH.A.3</b> <b>7.1.IH.A.4</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.7</b> <b>7.1.IH.A.8</b> <b>7.1.IH.B.1</b> <b>7.1.IH.B.2</b> <b>7.1.IH.B.5</b> <b>7.1.IH.B.6</b> <b>7.1.IH.C.2</b> <b>7.1.IH.C.3</b>	Write a letter containing at least three components: 1: Greetings 2: Share news and information 3: Request information.  Letter should be preceded by a date written using month, date and year in target language script.  Letter should end with a signature written in target language  Students will proof read and edit each other's work for sentence structure, vocabulary use and grammatical correction. Teacher will assist as necessary.  Write To: and From: Addresses using correct structure/format/spelling  Enclose their picture with the letter in the envelope.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>Namaste, Pujya</i> ____, etc. Questions: <i>How is everyone in the family?</i> <i>How is the weather in India?</i> <i>Can you send me a picture of you?</i> -Sentences: <i>We are all doing well here.</i> <i>I am in __ grade.</i> <i>I like to do ____.</i> <i>Mom and Dad ____.</i> <i>Here is a recent picture of me from ____.</i>

<b>COOK BOOK</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Write basic sentences using ordinal numbers. (6, 35) Write basic sentences using adverbs. (34, 35) Write basic sentences using adjectives. (34, 35) Write basic sentences using verbs in all three tenses. (34, 35)	<b>7.1.IH.A.2</b> <b>7.1.IH.A.3</b> <b>7.1.IH.A.4</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.7</b> <b>7.1.IH.A.8</b> <b>7.1.IH.B.2</b> <b>7.1.IH.B.3</b> <b>7.1.IH.B.5</b>	Teacher will review all the vocabulary as listed in writing. Students will copy the words in their notebook or teacher can hand out a list of words organized by their grammatical form to each of the students.  Students will translate their recipe that they brought from home into the target language using the word list and teacher assistance. The	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>First, second, third, etc.</i> <i>Next, last, after, before, etc.</i> <i>Small, large, red, hot, cold, etc.</i> <i>Cut, cook, bake, sauté, roll, stir, turn over, put in, take out, heat, cool, etc.</i> <i>Flour, vegetables, fruit, oil, butter, sugar, salt, pepper, pot, pan, spatula, piece, etc.</i> <i>First cut up the onion into small pieces.</i>

<b>COOK BOOK</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Write basic sentences using nouns such as vegetables, fruit, grains, spices, etc. (21, 34, 35) Describe a process sequentially in the sentence form to explain a recipe. (28) Compile the various recipes to create a class cook book. (35) All the above will be done with teacher assistance. (4)	<b>7.1.IH.B.6</b> <b>7.1.IH.C.3</b> <b>7.1.IH.C.6</b>	teacher will review the recipe before the end of the class for grammatical and spelling accuracy. (HW) Teacher will collect all the final versions of the handwritten recipes. Teacher will make one photocopy of each recipe and compile one book for each student using each of the written recipes. This cook book will be distributed to the class for students to take them home.		<i>Next heat oil in a pan.</i> <i>Add onions to the pan and stir.</i> <i>etc.</i>

<b>MEDIA ARTS</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Compile information on chosen topic via research. (35) Create a visual presentation using pictures and information labeled (hand written) in target language. (35, 45)	<b>7.1.IH.A.1</b> <b>7.1.IH.A.2</b> <b>7.1.IH.A.3</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.6</b> <b>7.1.IH.A.7</b> <b>7.1.IH.A.8</b> <b>7.1.IH.B.1</b> <b>7.1.IH.B.2</b> <b>7.1.IH.B.3</b> <b>7.1.IH.B.4</b> <b>7.1.IH.B.5</b> <b>7.1.IH.B.6</b> <b>7.1.IH.C.1</b> <b>7.1.IH.C.2</b> <b>7.1.IH.C.3</b> <b>7.1.IH.C.6</b>	Students will create a visual presentation using one of the choices listed below: 1) Travel brochure: Students will create an informative brochure containing travel information for India. It may include places to see, things to do, important information such as phone numbers for travel bureaus, visa information, etc.  2) Poster about Regions of India: Students will choose a region of India and present its history, culture including traditions, clothing, food , etc.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary related to the following topics: Places in India, Travel information, History of India, Indian culture, Indian traditions, Etc.

<b>PROVERBS</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Understand and use common proverbs in target language. (43) Create a short skit/scenario describing the use of the proverbs. (35, 43)	<b>7.1.IH.A.2</b> <b>7.1.IH.A.3</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.7</b> <b>7.1.IH.B.2</b> <b>7.1.IH.B.3</b> <b>7.1.IH.B.6</b> <b>7.1.IH.C.1</b> <b>7.1.IH.C.4</b> <b>7.1.IH.C.5</b>	Teacher will say the proverbs and students will guess its meaning. Teacher will provide corrections if necessary and define words. For example: <i>sir mAthe par beiThAna</i> literally means to sit someone on your head. Then teacher describes or has students guess the intended meaning. For example: <i>to respect someone</i> .  Act out a skit/scenario: Teacher will distribute proverbs written in target language on note cards (one proverb per card) to each student. Students will create a scenario when this proverb could be used and will come to the front of the class and act out the scenario. Teacher should model this for the class first. Students take turns acting. The remainder of the class will try to guess the proverb.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Proverbs: Please refer to Kirit Shah books for examples. Hindi: pages 124-128 Gujarati: pages 129-130

<b>READING COMPREHENSION</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Read a passage in target language. (41, 44) Infer meanings of some unfamiliar words in some new contexts. (34, 44) Answer a variety of questions related to the passage. (35, 36) Describe the main idea of the passage (or summarize the story) in his/her own words. (44) Use word-recall strategies to think of the word they want to say with cues and assistance from the teacher. (34)	<b>7.1.IH.A.1</b> <b>7.1.IH.A.2</b> <b>7.1.IH.A.3</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.5</b> <b>7.1.IH.A.6</b> <b>7.1.IH.A.7</b> <b>7.1.IH.B.1</b> <b>7.1.IH.B.2</b> <b>7.1.IH.B.4</b> <b>7.1.IH.B.5</b> <b>7.1.IH.C.4</b>	Teacher will distribute the story or identify the page number in reference to a book. Students will read aloud taking turns. Class will discuss any new vocabulary terms and define and infer the meaning.  Teacher will ask a variety of questions related to the story and students will answer orally.  Teacher will pay special attention to the students' ability to comprehend the material. Grammatical mistakes made while answering should not be given emphasis for this particular activity.  Teacher will help the student to think of pertinent/specific vocabulary by talking about the word or giving cues about the meaning of the word (rather than just give the students the word)	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: Highlight or list any new vocabulary terms

<b>READING COMPREHENSION</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
		they are looking for). Teacher should help them strategize while thinking of how to say something.		

<b>PUNCTUATION AND SPELLING</b>				
<b>PROFICIENCY / OBJECTIVE</b>	<b>Standards</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b><i>The student will be able to:</i></b>		<b><i>Students will:</i></b>		
Correct the grammatical mistakes on pre-written material. (35) Edit the spelling mistakes on written material. (41, 42)	<b>7.1.IH.A.2</b> <b>7.1.IH.A.3</b> <b>7.1.IH.A.6</b> <b>7.1.IH.A.8</b> <b>7.1.IH.B.2</b> <b>7.1.IH.B.6</b> <b>7.1.IH.C.2</b> <b>7.1.IH.C.3</b>	Teacher will provide handouts containing sentences that have incorrect use of punctuation and spelling. Students will read the sentences and edit them together as a group with assistance from the teacher.  Teacher should collect examples of actual mistakes made by students during earlier classes and use these on the handouts.	Teacher Observation Assess for accuracy and participation Presentational Rubric Comprehension checks Formal evaluation	Vocabulary: <i>Period, comma, question mark, etc.</i>

## BIBLIOGRAPHY

### SOURCES

Vidyalaya hosts language classes in Hindi, Gujarati and Telugu based on syllabi and curriculum levels. There are six levels to certify language proficiency. We have work books, reference books, and other material that were created for Vidyalaya. In addition, we use computers, iPads, game boards, flash cards, story books and other hands on material that are available for our teachers' use.

### TEXTBOOKS

Shah, Kirit N., Learn Gujarati, 1991.

Shah, Kirit N., Learn Hindi, 1989.

### WEBSITES

[www.shabdkosh.com](http://www.shabdkosh.com)

## APPENDIX A   **SAMPLE AUTHENTIC ASSESSMENT**





## Level 2: Gujarati Assessment

Write the Gujarati alphabet letters:

ka	kha	ga	gha	cha	Cha	ja

jha	Ta	Tha	Da	Dha	Na

ta	tha	da	dha	na	pa	fa

bha	ma	ya	ra	la	va

					□□□	□□□
sha	Sha	sa	ha	Dda	ksha	gna

Fill in the verb (V2) endings for the following pronouns:

Singular Pronouns:		Plural Pronouns:	
I	hun Ch__	WE	ame Ch_____
YOU (formal)	tame Ch__	YOU (formal)	tame Ch__
YOU (familiar)	tu Ch__	YOU (familiar)	tame Ch__
HE/ SHE	e / te Ch__	THEY	teo Ch__

**Translate the following words in Gujarati:**

1.	dog	
2.	cow	
3.	lion	
4.	elephant	
5.	monkey	
6.	peacock	
7.	fish	
8.	apple	
9.	banana	
10.	mango	
11.	corn	
12.	potato	
13.	okra	
14.	red	
15.	orange	
16.	yellow	
17.	blue	
18.	black	
19.	white	
20.	purple	
21.	color	
22.	animal	
23.	fruit	
24.	vegetable	
25.	bird	

## ORAL TEST:

Translate the following Gujarati sentences using pronouns and action words:

Singular	
1. I run. (I am running.)	
2. He talks. (He is talking.)	
3. You (informal) jump. (You are jumping.)	
4. You (formal) read. (You are reading.)	
5. I eat. (I am eating.)	

Plural	
1. They play. (They are playing.)	
2. You (formal; plural) write. (You are writing.)	
3. You (informal; plural) throw. (You are throwing.)	
4. We look. (We are looking).	
5. They sleep. (They are sleeping.)	

## ORAL TEST:

Answer the following questions in Gujarati:

	Write student's answer here:	Points:
1. taaru naam shu Che?		
2. taaraa pappu nu naam shu Che?		
3. taareee mammee nu naam shu Che?		
4. taaraa keTlaa bhaee ke bahen Che?		
5. taaraa bhaee nu naam shu Che?		
6. taaree bahen nu naam shu Che?		
7. taaree umar shu Che? / tu keTlaa varsh no/ni Che?		
8. tane kayo rang game Che?		
9. tane shu khavu bhaave Che?		
10. tane shu nathee bhaavatu?		
11. tane shu karvu game Che?		
12. tane shu karvu nathee gamatu?		

### EXTRA CREDIT:

COUNT FROM 1 TO 10: 5 points

COUNT FROM 1 TO 20: 10 points

Extra credit: \_\_\_\_\_

## APPENDIX B INTERIM ASSESSMENT



## **Rubric for Cartoon Project: Written**

### **CONTENT**

- 4 Complete. The student clearly conveys the message and provides additional details that are relevant and interesting.
- 3 Generally complete. The student conveys the message, but does not provide adequate and relevant additional detail.
- 2 Somewhat incomplete. The message is unclear. Much additional detail is lacking or irrelevant.
- 1 Incomplete. The message is unclear. Details are nonexistent or random and irrelevant.

### **COMPREHENSIBILITY**

- 4 Comprehensible. The student uses appropriate language to convey the message clearly.
- 3 Generally comprehensible. The language used is sometimes inadequate to make the message totally clear.
- 2 Somewhat incomprehensible. The message could only be understood by a sympathetic native reader due to inappropriate language.
- 1 Incomprehensible.

### **ACCURACY**

- 4 Functions, grammar, and vocabulary are used correctly.
- 3 Minor problems in usage do not distort meaning or inhibit communication.
- 2 Problems in usage significantly distort meaning and inhibit communication in some instances.
- 1 Problems in usage completely distort meaning and inhibit communication.

### **EFFORT**

- 4 Exceeds the minimum requirement of the assignment and provides evidence of thoughtful input. Actively demonstrates the message.
- 3 Fulfills the minimum requirements of the assignment and provides evidence of thoughtful input.
- 2 Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.
- 1 Does not fulfill the minimum requirements of the assignment.

**TOTAL POINTS:    /16**

15-16 Excellent

13-14 Good

10-12 Satisfactory

< 9 Unsatisfactory

Teacher comments: \_\_\_\_\_

## Rubric for Cooking Video Presentation: Oral

### CONTENT

- 4 Complete. The student clearly conveys the process and provides additional details that are relevant and interesting.
- 3 Generally complete. The student conveys the process, but does not provide adequate and relevant additional detail.
- 2 Somewhat incomplete. The process is unclear. Much additional detail is lacking or irrelevant.
- 1 Incomplete. The process is unclear. Details are nonexistent or random and irrelevant.

### COMPREHENSIBILITY

- 4 Comprehensible. The student uses appropriate language to convey the process clearly.
- 3 Generally comprehensible. The language used is sometimes inadequate to make the process totally clear.
- 2 Somewhat incomprehensible. The process could only be understood by a sympathetic native listener due to inappropriate language.
- 1 Incomprehensible.

### FLUENCY

- 4 The student speaks very clearly without hesitation. Pronunciation and intonation sound natural.
- 3 The student speaks with some hesitation. Problems with pronunciation and intonation do not prevent communication.
- 2 The student hesitates frequently. Problems with pronunciation and intonation distort meaning and inhibit communication in some instances.
- 1 Frequent hesitations and extreme problems with pronunciation cause communication to break down.

### ACCURACY

- 4 Functions, grammar, and vocabulary are used correctly.
- 3 Minor problems in usage do not distort meaning or inhibit communication.
- 2 Problems in usage significantly distort meaning and inhibit communication in some instances.
- 1 Problems in usage completely distort meaning and inhibit communication.

### EFFORT

- 4 Exceeds the minimum requirement of the assignment and provides evidence of thoughtful input. Actively demonstrates the process.
- 3 Fulfills the minimum requirements of the assignment and provides evidence of thoughtful input.
- 2 Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.
- 1 Does not fulfill the minimum requirements of the assignment.

**TOTAL POINTS:   /20**

18-20 Excellent  
16-17 Good  
14-15 Satisfactory  
< 13 Unsatisfactory

Teacher comments: \_\_\_\_\_







## APPENDIX C **SELF ASSESSMENT**

## SELF-REFLECTION OF PERFORMANCE ON A PROJECT

Date: \_\_\_\_\_

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

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

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

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

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

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

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**APPENDIX D   NEW JERSEY CORE CURRICULUM  
CONTENT STANDARDS FOR  
WORLD LANGUAGES**

# New Jersey Core Curriculum Content Standard for World Languages

## INTRODUCTION

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

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

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

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

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected [data](#) from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the

opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by [New Jersey Administrative Code](#), is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

## Language Proficiency Levels

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

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

## Realistic Grade-Level Targets for Benchmarked Proficiency Levels

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

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

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

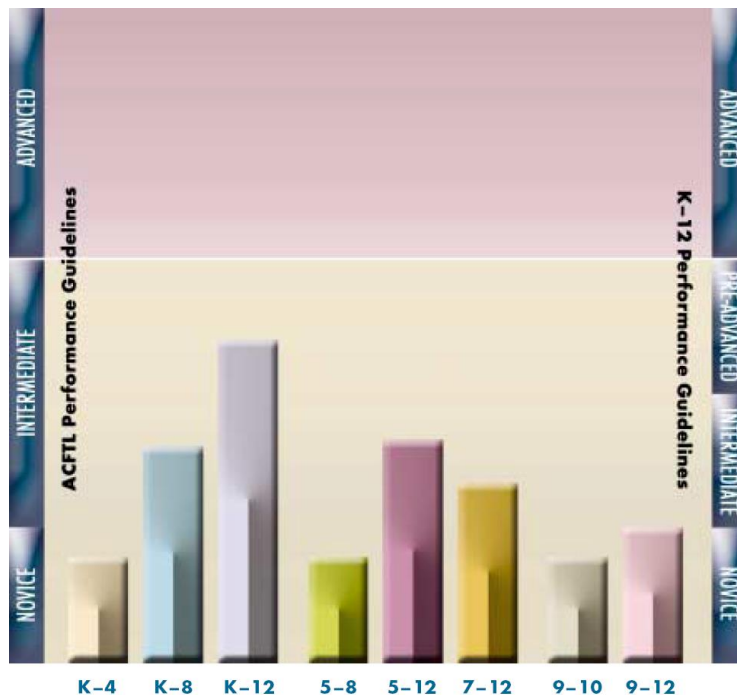
**A Note About Preschool Learners:** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades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

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

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

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





## Philosophy and Goals

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

- American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and

they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

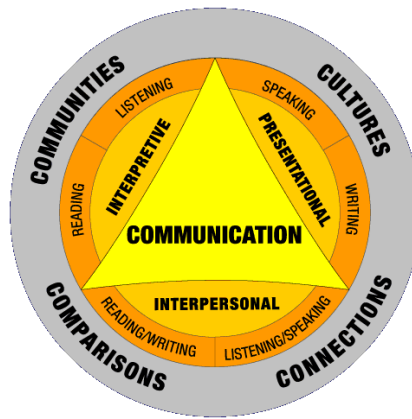
### **Revised Standard**

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

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, [Policy, Assessment, and Professional Development: Results from a Statewide Study](#).) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21<sup>st</sup> Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

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

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



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

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

### ***Three Strands***

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

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

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpretive mode (scroll down to video #1).
- Click [Wisconsin Project: Modes of Communication](#).

**Strand B** reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and

text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the interpersonal mode (scroll down to video #2).
- Click [Wisconsin Project: Modes of Communication](#).

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

- Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the presentational mode (scroll down to video #3)
- Click [Wisconsin Project: Modes of Communication](#).

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

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

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

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

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program ([FLAP](#)) or the Joint National Committee for Languages ([JNCL](#)) websites. JNCL also provides advocacy materials.
- The American Council on the Teaching of Foreign Languages ([ACTFL](#)) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An [Annotated Glossary With Resources](#), instructions for [How To Select Culturally Authentic Materials Based On Proficiency Level](#), and a [World Languages Performance-Level Descriptors Table](#) were designed in connection with the World Languages standard to support implementation of world languages instruction.

- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the [New Jersey Department of Education World Languages](#) homepage.
- The state language organization—[Foreign Language Educators of New Jersey \(FLENJ\)](#)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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<b>Content Area</b>	World Languages		
<b>Standard</b>	<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<b>A. <a href="#">Interpretive Mode</a></b>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-Mid</a>	<p><b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <a href="#">independently</a> identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p><b>Cultural:</b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>Healthy eating habits and fitness practices may vary</p>	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
		7.1.NM.A.3	Recognize a few common gestures and <a href="#">cultural practices</a> associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.

	<p>across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared</p>		
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	human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)		
<a href="#">Novice-High</a>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences</i> <a href="#">independently</a> to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p><b>Cultural:</b> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the</p>	7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
		7.1.NH.A.3	Recognize some common gestures and <a href="#">cultural practices</a> associated with target culture(s).
		7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
		7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
		7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .

	<p>products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p>		
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	<p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#"><u>Intermediate-Low</u></a>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences independently</i> to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p><b>Cultural:</b> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration</p>	7.1.IL.A.1	Identify the main idea and most supporting details contained in <a href="#"><u>culturally authentic materials</u></a> using <a href="#"><u>electronic information sources</u></a> related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and <a href="#"><u>cultural practices</u></a> ) in the target culture(s) and in one's own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.

<p>patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p>	7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .
	7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
	7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

	<p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-Mid</a>	<p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences</i> <a href="#">independently</a> to: Identify the main idea and some supporting details</p>	7.1.IM.A.1	Compare and contrast information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to

<p>when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p><b>Cultural:</b> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited</p>		some unfamiliar situations through appropriate responses.
	7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <a href="#">cultural practices</a> ) in the target culture(s) to determine the meaning of a message.
	7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
	7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .
	7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
	7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

	<p>to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation</p>		
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	<p>of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs independently</i> to: Analyze written and oral text. Synthesize written and oral text. Identify most supporting details in written and oral text. Infer meaning of unfamiliar words in new contexts. Infer and interpret author's intent. Identify some cultural perspectives. Identify the organizing principle in written and oral text.</p> <p><b>Cultural:</b> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental</p>	7.1.IH.A.1	Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Analyze and critique readings from <a href="#">culturally authentic materials</a> .
		7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.
		7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.



	<p>degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers that may not yet exist. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness,</p>		
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	<p>exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
<a href="#">Advanced-Low</a>	<p><b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can use <i>paragraph-level discourse</i> <a href="#">independently</a> to: Analyze written and oral text. Synthesize written and oral text. Identify most supporting details in written and oral text. Infer meaning of unfamiliar words in new contexts. Infer and interpret author's intent. Identify some cultural perspectives. Identify the organizing principle in written and oral text.</p> <p><b>Cultural:</b> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental</p>	7.1.AL.A.1	Analyze and critique the validity of <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
		7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <a href="#">informal and some formal</a> settings.
		7.1. AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how <a href="#">cultural perspectives</a> are reflected in <a href="#">cultural products</a> and <a href="#">cultural practices</a> .
		7.1.AL.A.4	Evaluate, from multiple <a href="#">cultural perspectives</a> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
		7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of <a href="#">culturally authentic texts</a> and genres.
		7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

	<p>degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers that may not yet exist. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness,</p>	7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
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	<p>exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
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<b>Content Area</b>	World Languages		
<b>Standard</b>	<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<b>B. <a href="#">Interpersonal Mode</a></b>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-Mid</a>	<b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <i>use memorized words and phrases</i> <a href="#">independently</a> to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.  <b>Cultural:</b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of	7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
		7.1.NM.B.5	Exchange information using words, phrases, and

	<p>this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and the purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make</p>		<p>short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>
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	<p>complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>).</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
<a href="#">Novice-High</a>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences independently</i> to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.</p> <p><b>Cultural:</b> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but</p>	7.1.NH.B.1	Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
		7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
		7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
		7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

	<p>are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p>		
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	<p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-Low</a>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences</i> <a href="#">independently</a> to:</p>	7.1.IL.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.B.2	Give and follow a series of oral and written



<p>Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.</p> <p><b>Cultural:</b> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p>		directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
	7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
	7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
	7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

	<p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and</p>		
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	<p>contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-Mid</a>	<p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences independently</i> to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.</p> <p><b>Cultural:</b> Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p>	7.1.IM.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
		7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
		7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
		7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
		7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

	<p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but</p>		
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	<p>are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b></p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs independently</i> to:</p> <p>Infer meaning of unfamiliar words in new contexts.</p> <p>Identify some cultural perspectives.</p>	7.1.IH.B.1	Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal

<p>Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Make and change plans. Offer advice. Handle a situation with a complication.</p> <p><b>Cultural:</b> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the</p>		communication strategies.
	7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
	7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

	<p>creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
<b>Advanced-Low</b>	<p><b>Linguistic:</b></p> <p>The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can use <i>paragraph-level discourse</i> <u>independently</u> to:</p> <p>Infer meaning of unfamiliar words in new contexts.</p> <p>Identify some cultural perspectives.</p>	7.1.AL.B.1	Use <u>digital tools</u> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
		7.1.AL.B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions,

<p>Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Make and change plans. Offer advice. Handle a situation with a complication.</p> <p><b>Cultural:</b> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the</p>		commands, and indirect requests.
	7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
	7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <a href="#">informal and some formal</a> settings.
	7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
	7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.



	<p>creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>		
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<b>Content Area</b>	World Languages		
<b>Standard</b>	<b>7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<b>C. <a href="#">Presentational Mode</a></b>		
<b>Proficiency Level</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<a href="#">Novice-Mid</a>	<p><b>Linguistic:</b> The Novice-Mid language learner understands and communicates at the <b>word</b> level and can <i>use memorized words and phrases</i> <a href="#">independently</a> to: Make lists. State needs and preferences. Describe people, places, and things.</p> <p><b>Cultural:</b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p>	7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
		7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).

	<p>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <a href="#">geography</a>.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a</p>		
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	direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)		
<a href="#">Novice-High</a>	<p><b>Linguistic:</b> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the <b>sentence</b> level and can <i>use words, lists, and simple sentences independently</i> to: Handle simple transactions related to everyday life: Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p> <p><b>Cultural:</b> Immigration changes the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the</p>	7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
		7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
		7.1.NH.C.3	Describe in <a href="#">writing</a> people and things from the home and school environment.
		7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
		7.1.NH.C.5	Tell or write about <a href="#">cultural products</a> associated with the target culture(s), and simulate common <a href="#">cultural practices</a> .

	<p>products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p>		
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	<p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-Low</a>	<p><b>Linguistic:</b> The Intermediate-Low language learner understands and communicates at the <b>sentence</b> level and can <i>use simple sentences independently</i> to: Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p> <p><b>Cultural:</b> Immigration changes the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and</p>	7.1.IL.C.1	Use knowledge about <a href="#">cultural products</a> and <a href="#">cultural practices</a> to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
		7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate <a href="#">culturally authentic materials</a> orally and in writing.
		7.1.IL.C.5	Compare and contrast <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English

	<p>related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p> <p>The amount of leisure time available and how it is</p>		<p>based on exploration of the <a href="#">16 Career Clusters</a>.</p>
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	<p>spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>		
<a href="#">Intermediate-Mid</a>	<p><b>Linguistic:</b> The Intermediate-Mid language learner understands and communicates at the <b>sentence</b> level and can <i>use strings of sentences</i> <a href="#">independently</a> to: Handle simple transactions related to everyday life Express needs.</p>	7.1.IM.C.1	Synthesize information related to the <a href="#">cultural products</a> , <a href="#">cultural practices</a> , and <a href="#">cultural perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.



	<p>Give reasons. Express an opinion and preference. Request and suggest.</p> <p><b>Cultural:</b> Immigration changes the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <a href="#">geography</a>.)</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <a href="#">geography</a>, social sciences, and distribution of resources.)</p>	7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
		7.1.IM.C.4	Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a> .
		7.1.IM.C.5	Compare the <a href="#">cultural perspectives</a> of the target culture(s) with those of one's own culture, as evidenced through the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with each.

	<p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</p> <p>The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <p>Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p>		
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	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)		
<a href="#">Intermediate-High</a>	<p><b>Linguistic:</b> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> <a href="#">independently</a> to: Synthesize written and oral text. Identify some cultural perspectives. Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Offer advice.</p> <p><b>Cultural:</b> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)  Being able to view one's own culture through the lens</p>	7.1.IH.C.1	Explain and compare how a <a href="#">cultural perspective</a> led to the development of a <a href="#">cultural product</a> or <a href="#">cultural practice</a> in the target culture(s) and in one's own culture, through a <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
		7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect <a href="#">cultural perspectives</a> associated with the target culture(s).
		7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
		7.1.IH.C.4	Explain the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a> .
		7.1.IH.C.5	Explain <a href="#">cultural perspectives</a> associated with the target culture(s), as evidenced by the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.
		7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

	<p>of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and</p>		
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	religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)		
<a href="#">Advanced-Low</a>	<p><b>Linguistic:</b> The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>paragraph-level discourse</i> <a href="#">independently</a> to: Synthesize written and oral text. Identify some cultural perspectives. Narrate and describe across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Offer advice.</p> <p><b>Cultural:</b> Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding</p>	7.1.AL.C.1	Create a research-based <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
		7.1.AL.C.2	Create a research-based analysis of a current global problem/issue showing <a href="#">cultural perspectives</a> associated with the target culture(s) and another world culture.
		7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
		7.1.AL.C.4	Compare and contrast the structural elements and/or <a href="#">cultural perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.
		7.1.AL.C.5	Analyze how <a href="#">cultural perspectives</a> about a specific <a href="#">cultural product</a> or <a href="#">cultural practice</a> associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
		7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

	<p>should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>Observing and/or participating in the <a href="#">four art forms</a>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical</p>		
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	landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)		
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## HOW TO SELECT CULTURALLY AUTHENTIC MATERIALS BASED ON PROFICIENCY LEVEL

### NOVICE-MID TEXTS

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

### NOVICE-HIGH TO INTERMEDIATE-MID TEXTS

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

### INTERMEDIATE-HIGH TEXTS

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

### ADVANCED-LOW TEXTS

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

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

**Novice-Mid Level**

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

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

In addition to the above Novice-Mid level texts:  
Advice columns  
Photo stories with captions  
Simple stories

**Intermediate-High Level**

In addition to all above texts:  
Authentic short stories  
Contextualized comic strips  
Essays or editorials from newspapers  
Personal letters



**Advanced-Low Level**

In addition to all above texts:

Editorials  
Novels

**Suggested culturally authentic texts for interpretive listening/viewing tasks:****Novice-Mid Level**

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

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

In addition to the above Novice-Mid level texts:

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

**Intermediate-High Level**

In addition to all above texts:

Contextualized animated cartoons  
Television shows on familiar topics

**Advanced-Low Level**

In addition to all above texts:

Full-length movies

TEXT TYPE					
Quantity of Language Produced					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE- MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Words, phrases, and memorized simple sentences	Words, lists, and simple sentences	Simple sentences	Strings of sentences	Connected sentences and paragraphs	Paragraph-level discourse
LANGUAGE CONTROL					
Grammatical Accuracy					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Accurate when producing memorized language	<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>Inconsistently accurate</p> <p>Most accurate when expressing one's own ideas on previously studied and familiar topics</p> <p>Minimally accurate as creativity in language and/or production increases</p>	<p>Evidence of control of grammar when using simple sentences and basic verb forms</p> <p>Demonstrates some ability to use grammatical and stylistically cohesive elements</p>	<p>Generally accurate when narrating and describing in present time</p> <p>Less accurate in past and future time</p> <p>Applies familiar structures to new situations</p>	<p>Sustained control of simple target-language sentence structures and partial control of more complex structures</p> <p>Grammatical unevenness with some control of aspect</p> <p>Some grammatical errors in control of aspect</p>
VOCABULARY USE					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Comprehends and produces vocabulary related to common objects and actions in familiar categories</p> <p>Uses words and phrases primarily as lexical items without awareness of grammatical structure</p>	<p>Comprehends and produces an expanding amount of vocabulary from previously studied themes</p> <p>Understands and uses a few memorized idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>	<p>Comprehends and produces vocabulary from a limited number of themes not previously studied</p> <p>Understands and uses a limited number of idiomatic expressions</p> <p>Uses false cognates (for languages that contain English cognates)</p>	<p>Comprehends and produces vocabulary on a wider range of everyday themes</p> <p>Understands and uses some idiomatic expressions and culturally authentic expressions</p> <p>Searches for adequate vocabulary</p>	<p>Comprehends and produces vocabulary from an expanding variety of themes</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for a limited number of topics</p>	<p>Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude</p> <p>Understands and uses idiomatic expressions and culturally authentic expressions</p> <p>Uses specialized and precise vocabulary for a wider range of topics</p> <p>Employs generic</p>

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

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

		dealing with non-natives			
PRESENTATIONAL					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
<p>Uses gestures and sometimes resorts to English</p> <p>Repeats</p> <p>Is understood by sympathetic speakers used to dealing with language learners.</p>	<p>Generally, but not always:</p> <p>Uses limited circumlocution</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is understood by sympathetic speakers used to dealing with non-natives</p>	<p>Minimally:</p> <p>Uses limited circumlocution</p> <p>Uses some cohesive devices</p> <p>Repeats</p> <p>Paraphrases</p> <p>Self-corrects when not understood</p> <p>Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives</p>	<p>Consistently:</p> <p>Uses circumlocution</p> <p>Uses some cohesive devices</p> <p>Occasionally self-corrects when not needed for comprehension</p> <p>Is understood by sympathetic native speakers accustomed to dealing with non-natives</p>	<p>Uses circumlocution</p> <p>Uses cohesive devices to organize presentation</p> <p>Self-corrects even when not needed for comprehension</p> <p>Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives</p>	<p>Rephrases</p> <p>Conveys message without misrepresentation or confusion</p> <p>Is understood by native speakers unaccustomed to dealing with non-natives</p>
<p>* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.</p>					

## Annotated Glossary With Resources

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

- ◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to meet the needs of all learners in the world languages class. Scroll down to video #6.
- ◆ The 1996 New Jersey World Languages Curriculum Framework contains several chapters related to accommodations:

[Instructional Strategies and Student Learning Characteristics](#)

[Instructional Adaptations for Students with Diverse Needs](#)

[Instructional Strategies](#)

- ◆ Click <http://daretodifferentiate.wikispaces.com/> for an interactive wiki site dedicated to differentiation strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **New Jersey World Languages Curriculum Framework:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

◆ **Digital Tools** in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.

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

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

◆ **Virtual Sharing** requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

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

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

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

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

**World Languages Framework Learning Scenarios Project:**

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

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

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

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

**[Word Reference](#):** A free online translator available in many languages that also contains a discussion forum.

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

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

### 2009 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology		
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand		<b>A. Technology Operations and Concepts</b>		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
P	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.P.A.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	
		8.1.P.A.2	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	
		8.1.P.A.3	Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.	
		8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard.	
		8.1.P.A.5	Use <a href="#">basic technology terms</a> in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).	
		8.1.P.A.6	Turn smart toys on and off.	
2	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.	
		8.1.2.A.2	Use technology terms in daily practice.	
		8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.	
		8.1.2.A.4	Create a document with text using a word processing program.	
		8.1.2.A.5	Demonstrate the ability to navigate in <a href="#">virtual</a>	



			<a href="#">environments</a> that are <a href="#">developmentally appropriate</a> .
4	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.4.A.1	Demonstrate effective input of text and data using an input device.
		8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
		8.1.4.A.3	Create and present a <a href="#">multimedia presentation</a> that includes graphics.
		8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
		8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
8	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
		8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
		8.1.8.A.3	Create a <a href="#">multimedia presentation</a> including sound and images.
		8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
		8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
12	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
		8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
		8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

		8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
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Content Area		Technology	
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		<b>B. Creativity and Innovation</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.P.B.1	Use a digital camera to take a picture.
2	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and <a href="#">media-rich resources</a> .
4	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.4.B.1	Produce a <a href="#">media-rich</a> digital story about a significant local event or issue based on first-person interviews.
8	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a <a href="#">shared hosted service</a> ).
12	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of	8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.

	knowledge.		
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Content Area		Technology	
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		<b>C. Communication and Collaboration</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.P.C.1	Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
		8.1.P.C.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-Rom, DVD, or other storage device and press "play" and "stop."
2	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.2.C.1	Engage in a variety of <a href="#">developmentally appropriate</a> learning activities with students in other classes, schools, or countries using electronic tools.
4	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.4.C.1	Engage in <a href="#">online discussions</a> with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
8	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.8.C.1	Participate in an <a href="#">online learning community</a> with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
12	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Content Area		Technology		
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand		<b>D. Digital Citizenship</b>		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
2	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.	
4	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.	
		8.1.4.D.2	Analyze the need for and use of copyrights.	
		8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.	
8	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.	
		8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.	
		8.1.8.D.3	Demonstrate how information on a <a href="#">controversial issue</a> may be biased.	
12	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.	
		8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.	
		8.1.12.D.3	Compare and contrast international government policies	

			on filters for censorship.
		8.1.12.D.4	Explain the impact of cyber crimes on society.

Content Area		Technology	
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		E. Research and Information Literacy	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
2	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
4	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.4.E.1	Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
		8.1.4.E.2	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.8.E.1	Gather and analyze findings using <a href="#">data collection technology</a> to produce a possible solution for a content-related or real-world problem.
12	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

		8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
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Content Area		Technology	
Standard		<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		F. Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.P.F.1	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
2	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.2.F.1	Use <a href="#">mapping tools</a> to plan and choose alternate routes to and from various locations.
4	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.
8	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.8.F.1	Use an <a href="#">electronic authoring tool</a> in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
12	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
		8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential

			to address educational, career, personal, and social needs.
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Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>A. Nature of Technology: Creativity and Innovation</b>		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
2	Technology products and systems impact every aspect of the world in which we live.	8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.	
4	Technology products and systems impact every aspect of the world in which we live.	8.2.4.A.1	Investigate factors that influence the development and function of technology products and systems.	
		8.2.4.A.2	Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.	
8	Technology products and systems impact every aspect of the world in which we live.	8.2.8.A.1	Explain the impact of globalization on the development of a technological system over time.	
12	Technology products and systems impact every aspect of the world in which we live.	8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.	

Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>B. Design: Critical Thinking, Problem Solving, and Decision-Making</b>		

By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	The design process is a systematic approach to solving problems.	8.2.2.B.1	Brainstorm and devise a plan to repair a broken toy or tool using the design process.
		8.2.2.B.2	Investigate the influence of a specific technology on the individual, family, community, and environment.
4	The design process is a systematic approach to solving problems.	8.2.4.B.1	Develop a product using an online simulation that explores the design process.
		8.2.4.B.2	Design an alternative use for an existing product.
		8.2.4.B.3	Explain the positive and negative effect of products and systems on humans, other species, and the environment.
		8.2.4.B.4	Compare and contrast how technology transfer happens within a technology, among technologies, and among other fields of study.
8	The design process is a systematic approach to solving problems.	8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
		8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
		8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
12	The design process is a systematic approach to solving problems.	8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
		8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features



			affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
		8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.

Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		<b>C. Technological Citizenship, Ethics, and Society</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.2.C.1	Demonstrate how reusing a product affects the local and global environment.
4	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.
		8.2.4.C.2	Explain the purpose of trademarks and the impact of trademark infringement on businesses.
		8.2.4.C.3	Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.
8	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and	8.2.8.C.1	Explain the need for patents and the process of registering one.
		8.2.8.C.2	Compare and contrast current and past incidences of

	products in the global society.		ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
12	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
		8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
		8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.

Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		<b>D. Research and Information Fluency</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.2.D.1	Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
4	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology	8.2.4.D.1	Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.

	systems.		
8	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.8.D.1	Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.
12	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.

Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		<b>E. Communication and Collaboration</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
4	<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.4.E.1	Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to address a local or global problem.
8	<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.8.E.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.

12	<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.
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Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		<b>F. Resources for a Technological World</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.2.F.1	Identify the resources needed to create technological products and systems.
4	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.4.F.1	Describe how resources are used in a technological product or system.
		8.2.4.F.2	Explain how resources are processed in order to produce technological products and systems.
8	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.8.F.1	Explain the impact of resource selection and processing in the development of a common technological product or system.
		8.2.8.F.2	Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.
12	Technological products and systems are created through the	8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a

	application and appropriate use of technological resources.		technological product or system.
		8.2.12.F.2	Explain how material science impacts the quality of products.
		8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.

Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		<b>G. The Designed World</b>	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.2.G.1	Describe how the parts of a common toy or tool interact and work as part of a system.
		8.2.2.G.2	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.
4	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.4.G.1	Examine a malfunctioning tool and use a step-by-step process to troubleshoot and present options to repair the product.
		8.2.4.G.2	Explain the functions of a system and subsystems.
		8.2.4.G.3	Evaluate the function, value, and aesthetics of a technological product, system, or environment from the perspective of the user and the producer.
8	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.8.G.1	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.

12	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.
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#### BASIC TECHNOLOGY TERMS

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

#### CONTROVERSIAL ISSUE

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

#### CURRENT AND EMERGING TECHNOLOGY RESOURCES

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

#### DATA COLLECTION TECHNOLOGY

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

#### DEVELOPMENTALLY APPROPRIATE

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

#### DIGITAL LEARNING GAME

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

#### DIGITAL TOOLS1

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

#### DIGITAL TOOLS2

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

**ELECTRONIC AUTHORING TOOL**

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

**MAPPING TOOLS**

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

**MEDIA-RICH RESOURCES**

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

**MULTIMEDIA PRESENTATION**

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

**ONLINE DISCUSSIONS**

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

**ONLINE LEARNING COMMUNITY**

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

**OPERATIONS AND RELATED APPLICATIONS**

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

**REVERSE-ENGINEER**

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

**SHARED HOSTED SERVICE**

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

**TECHNOLOGIES**

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

VIRTUAL ENVIRONMENTS

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

WEB-BASED PUBLICATION

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