2007
World Language Curriculum Guidelines
For the Catholic Schools in the State of New Jersey
The World Language Curriculum is dedicated to the memory of
Sister Louise D. Cababe, O.P., Ph.D.
Assistant Superintendent for Curriculum and Testing
under whose leadership and guidance it was written.

Sister Louise passed away on 23 August 2007.

The only educators worthy of the name are those who can instill
in the hearts of their students the vision of beauty, the light of truth
and the practice of virtue.
September 2007

Dear Colleague,

The Catholic Church has always recognized the need to preach the Good News to all peoples since the first Pentecost. Today there is a need to address people in their own language. Knowledge of another language is essential especially for global relations and also here in New Jersey—one of the most ethnically diverse states in the United States. Students in Catholic schools must be prepared to enter the 21st century with the ability to communicate with peoples from other nations.

In recognizing this need we asked the members of the Inter-Diocesan Curriculum Committee to assume the task of designing and writing the first statewide Catholic School Curriculum for World Language, Kindergarten – Grade 8.

They very graciously accepted and through research and collaboration have completed these guidelines. Additional input was sought from both elementary and secondary world language teachers throughout the state. This is a curriculum for K-8 students based in the Catholic concepts.

“For the Christian there is no stranger, no one so different in origin or ways that such a one can be set outside of the true human family. We accept men and women for what they are, created and redeemed by God; we accept them, as they are, the product of history and culture. In them and through them God’s grace works among us.” Cultural Pluralism in the United States, Committee on Social Development and World Peace, United States Catholic Conference, April 14, 1980.

These guidelines will help the teachers to guide students toward an understanding of the richness and gift of cultural diversity. Our students are a gift to us and we are in the position to work as partners with their parents to teach them tolerance and understanding of all peoples.

We proudly present to you, our dedicated teachers in our Catholic schools, this K-8 World Language Curriculum. We also commit to you the assistance and support of each arch/diocese’s Catholic School Office as you begin to implement it. Through our continued combined efforts may we be able to inspire our students to respect and care for the wonder of who they are as created by God.

Father Kevin M. Hanbury, Ed.D.
Newark Archdiocese

Sister Dawn Gear, GNSH
Diocese of Camden

Frank Petruccelli
Diocese of Paterson

Ellen Ayoub
Diocese of Metuchen

Judith A. Caviston Ed.D.
Diocese of Trenton
The New Jersey State Catholic School World Language Curriculum Committee was formed during 2006 for the purpose of providing guidance in elementary schools that have World Languages Programs. Based on the Social Teachings of the Catholic Church, the resources used were guidelines from the Dioceses of Delaware, the National Standards for Foreign Language Learning, the New Jersey Core Curriculum Standards, and the New Jersey World Language Curriculum Framework.

A committee of elementary and secondary teachers, and administrators from the Archdiocese of Newark and the Dioceses of Camden, Metuchen, Paterson and Trenton carefully considered and established guidelines to fit the needs of New Jersey Catholic School students. Our focus is to:

- Incorporate Gospel values as well as the social teachings of the Catholic Church
- Include technology in topic, method and assessment
- Provide a variety of on-going formative and summative assessment processes
- Connect World Languages into other disciplines

With the adoption of these guidelines, World Languages education will be more consistent throughout the Catholic schools within New Jersey. In meeting the challenges of the 21st Century, it is our hope that these guidelines aid in the continuation of the Catholic mission and will enhance academic excellence in our schools.
### World Language Curriculum Committee Members

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**Preface**

*Jesus Christ and His Good News is the basis of the Catholic/Christian school curriculum through which all other curricula spring and flow.*

*A developmentally appropriate curriculum for students is designed for the age span of children within the group, with attention to the different levels and learning styles of the students.*

Curriculum guidelines, unlike well-defined programs, are written with the understanding that there is responsibility for decision-making on the part of the teachers. They provide a framework, not a daily plan for instruction. Since teachers are responsible for the scope of any curriculum content during a given school year, they must also be the final determiners of the sequence of content and skills, the use of instructional strategies, and the degree of content detail.

Given the nature of the actual classroom, certain factors will drive these choices: student needs, student developmental levels, and realistic time limitations. Teachers are encouraged to integrate curriculum in order to maximize instructional time and to facilitate the transfer of skills and understanding.

Curriculum guidelines are written in a spiraling framework articulated from the primary grades through grade eight. Learning builds upon previous knowledge and skills, which are repeated and reinforced to ensure mastery. As a result, it is impossible to expect that everything contained within any curriculum guideline will be taught in the same sequence, style, and depth each year. Teachers need the flexibility to make choices to ensure that student needs are met and that the scope of the curriculum is addressed.
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The Mission Statement of Catholic Schools

The Roman Catholic Elementary Schools of New Jersey have as their mission the quality education of youth in a faith based Catholic environment. These schools strive to enable their students to become upright citizens who embrace Catholic traditions, values and ethics.

Each student completing 8th grade will:

- Know, love, and serve God
- Develop a spiritual life of prayer and worship
- Know the church and the teachings of Christ
- Love and respect self as well as one’s neighbor
- Demonstrate faith based moral values and service
- Value lifelong learning
- Celebrate diversity amongst peoples
- Assume a positive, active role in a democratic society
- Show respect for nature and the arts

The Goals of Catholic Schools

Each student completing 8th grade will demonstrate:

- Attitudes, beliefs, and values which are in accord with the teachings of Christ and the Roman Catholic Church
- Ability to read, write, and compute in readiness for high school learning
- Basic knowledge and thinking skills in the academic disciplines
- The ability to use technology proficiently and wisely
- The skills and attitudes necessary for positive contribution in a democratic society
- Critical thinking and problem solving abilities in real life situations
- A sense of physical and mental well-being, emotional sensitivity, and realistic sense of self and others
- An appreciation for skills necessary for success in the workplace
- The ability to respect and cooperate with all people especially those of diverse backgrounds
- A curiosity and love for learning
General Objectives For Curriculum Development
In the five Arch/dioceses in New Jersey

We commit to the following expectations:

Than at all grade levels **students:**

- Think creatively, critically, logically, analytically, and ethically
- Express ideas orally and in writing using correct terminology
- Apply techniques to real world situations, identifying and solving problems within the situation
- Recognize learning is woven into their everyday lives and that an understanding of this is important to functioning in today’s world
- Engage in learning activities, willingly take risks and demonstrate confidence in their skills
- Utilize technology appropriately
- Recognize the importance of life long learning

That all **teachers:**

- Use professional and instructional resources appropriate to the teaching/learning process that will prepare them to live and work in the challenging world of the third millennium
- Use technology and manipulative as a integral part of both instructional and assessment activities
- Apply a variety of strategies which reflect Catholic values and beliefs
- Use a variety of formal and informal assessments
- Provide varied learning situations such as small group, whole group, cooperative and peer leadership
- Be skilled and/or certified in their discipline
- Collaborate with their colleagues to ensure the continuum of learning
- Use arch/diocesan curriculum guidelines
- Participate in professional development
- Who serve as coordinators/department chairs hold regularly scheduled meetings throughout the year to facilitate communication among teachers and analyze student progress
That all administrators:

- Provide an environment that reflects Catholic values and beliefs
- Ensure articulation between elementary and high school teachers during the school year
- Develop a plan for monitoring and regularly assessing the curriculum program
- Monitor instruction and evaluation through regular classroom and observation and review of lesson plans
- Communicate periodically to parents the goals, objectives, and outcomes of the school’s curriculum
- Provide curriculum guidelines at the local level and encourage their use in the development of lesson plans

That all appropriate Arch/diocesan personnel:

- Provide the vision for curriculum
- Initiate, develop, and implement curriculum guidelines in collaboration with Catholic school administrators and teachers
- Offer professional development and disseminate information regarding other available opportunities and resources for teachers and administrators
- Act as liaisons with national and state departments of education regarding curriculum
**World Languages Mission Statement**

The mission of the World Languages Curriculum for the Catholic Schools in the State of New Jersey is to promote the goals of communication and an appreciation of cultural diversity through the development and implementation of second language programs within a faith-based environment.

**World Language Vision Statement**

As Catholic school educators, it is our vision to share our faith with our students and prepare them to live and proclaim the Gospel values of Jesus Christ. As on the first Pentecost when the Apostles “were filled with the Holy Spirit and began to speak in different tongues” (Acts 2:4), we, too, must enable our students to be prepared to communicate with others of different nations and cultures.

As Catholic school educators it is our vision to prepare students to live in a global community where “one of the salient features of the modern world is growing interdependence…” (#1 Gaudium et Spes). The “Fostering of Peace and the Promotion of a Community of Nations” (Gaudium et Spes Chapter 5) will be enhanced by the ability to communicate with others, a basic need and requirement for the future.

As part of this vision we encourage proficiency in English and at least one other World Language. We encourage our students to respect and value their heritage while increasing their mastery of English. Thus, we believe it is our role as educators and members of the church “to uncover, cherish, and ennoble all that is true, good, and beautiful in the human community” (#76 Gaudium et Spes).
World Language Curriculum Philosophy

Jesus, the Master Teacher, illustrates how communication opens our minds to knowledge and our hearts to love. The ability to communicate effectively empowers us to appreciate the world around us and to recognize, embrace and respond to the Catholic Church’s social teachings. The goal of the New Jersey Catholic Schools World Language Curriculum Guidelines is to develop this ability through teacher-student interaction. The Guidelines are intended to provide ideas for purposeful and challenging activities in which reading, writing, speaking, listening and viewing are addressed both as individual and interdependent processes. Furthermore, the implementation of these guidelines will enable students to acquire confidence in using a World Language. This will ultimately foster independent thinking and lifelong learning.

World Language Goals

Students will:

- Acquire a second World Language in a faith-based environment.
- Increase proficiency and effectiveness in the interpersonal, interpretive, and presentational methods of communication in a second language.
- Increase comprehension as a proficiency through the use of media that is age appropriate.
- Develop an appreciation of diverse cultures leading to an understanding of and respect for others.
- Function in a nurturing environment leading to the acquisition of a second language through the levels of proficiency.
- Be able to communicate using the target language beyond the classroom setting.
Catholic Social Teachings

In June 1998 the National Conference of Catholic Bishops/United States Catholic Conference approved “Sharing Catholic Social Teaching: Challenges and Directions.” The Church’s social teaching provides a treasure of wisdom, based in scripture and articulated through a tradition of papal encyclicals, conciliar documents, and Episcopal statements. Included here are summary excerpts of the seven major themes woven into that document. The Roman Numerals are used to identify which Theme is being referred to in the Archdiocese of Newark Language Arts Literacy Guidelines.

I. Life and Dignity of the Human Person

In a world warped by materialism and declining respect for human life, the Catholic Church proclaims that human life is sacred and that the dignity of human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing use of the death penalty. The dignity of life is undermined when the creation of human life is reduced to the manufacture of a product, as in human cloning or proposals for genetic engineering to create “perfect” human beings. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

II. Call to Family Community and Participation

In a global culture driven by excessive individualism, our tradition proclaims that the person is not only sacred but also social. How we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. The family is the central social institution that must be supported and strengthened, not undermined. While our society often exalts in individualism, the Catholic tradition teaches that human beings grow and achieve fulfillment in community. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.
III. Right and Responsibilities
In a world where some speak mostly of “rights” and other mostly of “responsibilities,” the Catholic tradition teaches that human dignity can be protected and a health community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society. While public debate in our nation is often divided between those who focus on personal responsibility and those who focus on social responsibilities, our tradition insists that both are necessary.

IV. Option for the Poor and Vulnerable
In a world characterized by growing prosperity for some and pervasive poverty for others, Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt. 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

V. The Dignity of Work and the Rights of Workers
In a marketplace where too often the quarterly bottom line takes precedence over the rights of workers, we believe that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected—the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative. Respecting these rights promotes an economy that protects human life, defends human rights, and advances the well being of all.

VI. Solidarity
Our culture is tempted to turn inward, becoming indifferent and sometimes isolationist in the face of international responsibilities. Catholic Social Teaching proclaims that we are our brothers “and sisters” keepers, wherever they live. We are one human family, whatever our national, racial ethnic, economic, and ideological differences. Learning hat is to say to the good of all and of each individual, because we are all really responsible for all” (Sollicitudo Rei Socialis, no. 38).

VII. Care for God’s Creation
On a planet conflicted over environmental issues, the Catholic Tradition insists that we show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect the people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.
Introduction to the World Languages Curriculum

The World Languages Curriculum encompasses the skills necessary for learners to effectively read, write, listen, speak, and comprehend the target language. The goals for all grades are written to include the New Jersey Core Curriculum Content Standards. They are infused with the values and beliefs of Catholic teachings to foster an appreciation of various cultures. The curriculum is based on professional research, National and State Standards, and the cognitive development of students at a particular age. The outcomes assigned to each grade shall be followed to provide for logical sequencing of material and skills. This curriculum is designed for any World Language and the introduction of more than one World Language is encouraged.

Multiple Entry Points

This curriculum may be introduced at various entry points depending on the needs of the students and the constraints found at the local level. The introduction of a world language in the early grades is highly encouraged. “It is important to emphasize that the goal of having students experience the study of a world language at an early age is not intended to limit the choice of language or the opportunity to being study at predetermined points.” New Jersey Core Curriculum Content Standards for World Languages. 2004. p. 6.

Weekly Schedule

The 2005 Inter-Diocesan “Suggested Weekly Time Schedule” is a guide since at the local level there are various types of world language programs. It is expected that at least 150 minutes a week for grades 5 – 8, 145 minutes for grades 3 - 4 and 100 minutes for grades 1 and 2 in order to be considered a full world language program, otherwise the program is to be entitled an “Introduction to World Language”.

Format

The “Outcomes” column contains deliberately delineated topics in broad terms. These outcomes offer the opportunity for each school to expand the curriculum based on student needs and instructional materials.

The “Assessments” column contains suggested ways to measure student knowledge and comprehension.

The “Suggested Strategies” column contains techniques to aid the teacher in presenting the lesson. These options allow each teacher to utilize local resources and activities as well as level appropriate instructional material.
American Sign Language (ASL) is the third most commonly used language in the United States, after Spanish. Although its grammar is not based on the linear model of spoken and written languages, it has become recognized as a valid world language by both high schools and colleges throughout the country. New courses in Sign Language (for credit rather than an extracurricular activity) are springing up all over the country, as educators realize the benefits for hearing students who learn a gestural/visual language early in their learning experience. By engaging the right hemisphere of the brain (for spatial awareness) when developing their initial understanding of how language works, hearing students gain a deeper understanding and internalization of the basic functions and techniques of human communication. Studies have shown that hearing students who learn Sign Language in elementary schools have much better language skills later in life.

Inclusion of ASL in World Language Curriculum is becoming more common and certainly demonstrates a structure and syntax uncommon among spoken/written languages. The complexity of restructuring thoughts and ideas to create “dynamic equivalent” between English and ASL (needed for fluency in the Deaf Community) may be a long and difficult learning experience acquiring a limited vocabulary and some basic techniques common to expression and reception of ASL has been shown to be beneficial to students of all ages and situations. Silently expressing our thoughts and feelings leads us to engage the whole body more fully in communication. Both facial expressions and hand configurations are used to communicate. Visual acuity is enhanced by having to decipher messages without the use of hearing.

When children learn to use and/or become familiar with ASL early in life, they are more likely to continue their education in this area and therefore to engage in professions in which Deaf persons are served. Even if they don’t become teachers or healthcare professionals, the likelihood of their being more comfortable, expressive, and open-minded in the presence of a Deaf person (in church or community) is increased greatly e.g., this enables the general hearing world to become a more welcoming and less isolating place for all people with hearing impairments. Presently in the Elementary/Middle School the Archdiocese and State of New Jersey Education Department does not recognize ASL as the fulfillment of the World Language component. It is considered as an extracurricular activity.

Deacon Thomas M. Smith, CSW
Pastoral Ministry With the Deaf
Grammar

“Students need to be able to use the target language for real communication, that is, to carry out a complex interactive process that involves speaking and understanding what others say in the target language as well as reading and interpreting written material. Grammar is nevertheless important in the study of a language.” Standards for Foreign Language Learning p. 99-101. It is expected that grammar shall be taught or reviewed during all World Language lessons.

Include items e.g.,

* Singular and plural nouns and adjectives
* Gender agreement
* Regular and irregular verbs
* Simple commands
* Direct and indirect object pronouns
* Definite and indefinite articles
* Sentence structure
* Parts of speech
* Present, present progress, past, and future tense
* Verb structures
* Commands
* Negation

Thematic Vocabulary

The following shall include:

* Alphabet
* Numbers and colors
* Days of the week, months, and seasons
* Family members
* The classroom and its supplies
* Food and clothing
* How to tell time
* Leisure activities
* Sports and sports equipment
* Professions
* Community, neighborhood or city
* Health and well being
* Parts of the body
* House and home
* Meals, food, and beverage
* Shopping
* Celebration and holidays
* Animals
* Plants
Standard 7.1 Communication  
All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Descriptive Statement

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication.

The three modes are:

- **The Interpretive Mode.** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen “between the lines.”

- **The Interpersonal Mode.** Students engage in direct oral and/or written communication. Examples involving “two-way”, interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

- **The Presentational Mode.** 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 personal contact. Examples of this “one-to-many” mode of communication are making a presentation to group or writing an article for the school newspaper.
Descriptive Statement

With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller, more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students, and forms the foundation for student achievement of the culture standard in this document.

- **Cultural Products.** The products of a culture may be tangible (e.g., painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

- **Cultural Practices.** The practices of a culture refer to 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 culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

- **Cultural Perspectives.** As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the 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 possible 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 culture standard.
NOVICE MID-LEARNER
STANDARDS 7.1 AND 7.2
### Standard 7.1 Interpretive Mode: Students understand and interpret within the appropriate cultural context spoken and written communication.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.</td>
<td>Act in response to teacher-initiated commands.</td>
<td>Express simple commands while demonstrating actions.</td>
</tr>
<tr>
<td>Recognize common gestures, intonation, and other visual or auditory cues of the target language/culture.</td>
<td>Respond to gestures or intonation e.g., silence, asking questions, etc.</td>
<td>Model intonations and gestures by acting and exaggerating them. Students imitate.</td>
</tr>
<tr>
<td>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</td>
<td>Describe and write simple descriptive sentences about people, places, objects, and activities in daily life. <strong>CT: Saints, holydays, etc.</strong></td>
<td>Students repeat descriptions of objects that teacher presents and copy the associated phrases or sentences.</td>
</tr>
<tr>
<td>Comprehend brief oral exchanges on health topics e.g., wellness, feelings, and emotions.</td>
<td>Verbalize how they feel in response to teacher-initiated scenarios.</td>
<td>Express feelings and emotions while demonstrating appropriate facial expressions.</td>
</tr>
<tr>
<td>Comprehend brief oral exchanges on science topics e.g., weather and seasons.</td>
<td>Respond to gestures and visuals describing weather and seasons by linking written to oral vocabulary.</td>
<td>Verbally introduce vocabulary using visuals, gestures, and the written word.</td>
</tr>
</tbody>
</table>
## Standard 7.1 Interpretive Mode (cont’d)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>Connect target language with appropriate mathematical concepts e.g., use of numbers to count, measure, label, or locate.</td>
<td>Express quantities using objects and gestures.</td>
<td>Show quantities while introducing vocabulary using objects and visuals, and students repeat.</td>
</tr>
<tr>
<td>Connect target language with appropriate health concepts e.g., nutrition and food groups.</td>
<td>Respond to visuals and objects e.g., fruits and vegetables.</td>
<td>Present objects and visuals while introducing vocabulary and students repeat.</td>
</tr>
<tr>
<td>Recognize key words and main ideas after listening to simple passages from culturally authentic selections.</td>
<td>Identify key vocabulary and provide a correct summary of story’s main idea.</td>
<td>Read and display a picture book for students. Provide visual clues while emphasizing key words. In English, use questioning techniques to elicit story’s main idea from students.</td>
</tr>
</tbody>
</table>
**Standard 7.1 Interpersonal Mode:** Students engage in direct oral and/or written communication.

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<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong> Give and follow simple oral directions, commands, and requests.</td>
<td><strong>Students will:</strong> Take turns leading “Simon Says”.</td>
<td>Lead “Simon Says”.</td>
</tr>
<tr>
<td>Imitate appropriate gestures and intonation of the target language/culture during greetings, leave-takings, and daily interactions.</td>
<td>Interact with gestures and intonations appropriate for simple conversation.</td>
<td>Introduce vocabulary and short sentences using facial expressions and gestures.</td>
</tr>
<tr>
<td>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</td>
<td>When shown food items, express preferences or use short phrases/simple sentences of courtesy when asking for or responding to situations.</td>
<td>Demonstrate and explain the preferences with food items using correct grammatical form of the verb “to like”, utilizing repetitive drill and examples. <strong>CT: IV Option for the poor</strong></td>
</tr>
<tr>
<td>Use words, short phrases, and simple sentences to exchange information about social studies topics.</td>
<td>Create a collage of researched topics and explain in English and target language.</td>
<td><strong>CT: VI Solidarity – include in a conversation respect for others</strong> Provide students with a web quest to research target language cultures/countries e.g., flags, monuments, and Catholic shrines/churches. <strong>CT: VI Solidarity – people of other nations are our brothers and sisters</strong></td>
</tr>
</tbody>
</table>

Novice-Mid Learner

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Standard 7.1 Interpersonal Mode
### Standard 7.1 Interpersonal Mode (cont’d)

<table>
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<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td>Present numerical vocabulary using visuals. Students write computations and verbalize problems and solutions in target language.</td>
</tr>
<tr>
<td>Use words to exchange mathematical concepts.</td>
<td>Describe and solve mathematical problems presented by the teacher e.g., addition and subtraction.</td>
<td>Introduce vocabulary of plants/animals and their characteristics using visuals.</td>
</tr>
</tbody>
</table>
| Use words, short phrases/simple sentences to exchange information about science topics e.g., plant and animal characteristics. | In cooperative groups, create a collage of plants/animals by categories, and describe in target language. | In phrases, students repeat teacher’s pronunciation of the sign of the cross and other short prayers.
| **CT: Be respectful during prayer**                                       |                                                                                          | **CT: Be respectful during prayer**                                                     |
| Memorize the sign of the cross and other short prayers in target language. | Recite the sign of the cross and other short prayers.                           | Use questioning techniques to initiate dialogue.                                      |
| Exchange basic information about the main characters, main idea, and setting from culturally authentic selections. | Hold a discussion about the selection.                                          |                                                                                       |

**Novice-Mid Learner**

**Standard 7.1 Interpersonal Mode**
### Standard 7.1 Presentational Mode: Students engage in spoken or written communication for an audience.

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</thead>
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<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Students imitate teacher’s singing of birthday song and other songs.</strong></td>
</tr>
<tr>
<td>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</td>
<td>Sing with proper pronunciation.</td>
<td>Introduce vocabulary in written and verbal format. Students copy and repeat the associated words and/or phrases. Each day a selected student will announce the day of the week, the date and the season.</td>
</tr>
<tr>
<td>Copy/write words, phrases, or simple guided texts on mathematical concepts e.g., calendar/time, color/shape/size of objects.</td>
<td>Identify the days of the week, months and seasons.</td>
<td>Take students on a nature walk. Students use a Venn diagram to list the objects observed using categories “what grows” and “what does not grow”. <strong>CT: VII Care for God’s creation</strong></td>
</tr>
<tr>
<td>Copy/write words and phrases from simple science texts including concepts e.g., comparing and contrasting living and nonliving things.</td>
<td>Verbalize what is a living vs. a nonliving thing.</td>
<td>Present vocabulary to enable students to write about topics e.g., sports, food, school.</td>
</tr>
<tr>
<td>Present orally or in writing information from age-appropriate, culturally authentic selections using language arts activities e.g., contributing to teacher-directed shared writing activities: illustrating stories, or drawing an labeling pictures, charts, or diagrams.</td>
<td>Create picture books and share them with younger students.</td>
<td></td>
</tr>
</tbody>
</table>

**Novice-Mid Learner**

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**Standard 7.1 Presentational Mode**
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</thead>
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<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td>Introduce students to a sampling of typical dances by viewing a video. Introduce vocabulary necessary to perform the dance, cut out footprints and place on the floor to guide student’s steps.</td>
</tr>
<tr>
<td>Name and label tangible products and imitate practices from the target culture about visual performing arts activities e.g., song, dance, and drama of the target culture.</td>
<td>Demonstrate their chosen dance in pairs or in a group for the class and/or younger students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer authentic dishes with written recipes.</td>
<td></td>
</tr>
<tr>
<td>Name and label tangible products and imitate practices from the target culture about social studies activities e.g., participation in culturally authentic experiences: preparing and eating meals and snacks, playing authentic games, holy day celebrations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CT: I Life and Dignity of Human Person — discuss the uniqueness of each person’s cultural identity**

Students research and then host a meal to celebrate a cultural event.
<table>
<thead>
<tr>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will: Identify daily practices of people in the target language/culture.</td>
<td>Students will: Respond to gestures or intonations of the target language/culture. Describe noteworthy customs/practices of a selected culture.</td>
<td>Model gestures and intonations by acting and exaggerating them. Students initiate. Present video or other materials to demonstrate customs.</td>
</tr>
<tr>
<td>Identify basic geographical features and some common landmarks in countries where the target language is spoken.</td>
<td>Recognize cultural landmarks and natural resources of the target country studied. Research, locate, and name key geographical features and landmarks of target country.</td>
<td>Present maps, visuals, and various media sources. Select countries to be researched. Provide a map and/or globe. <em>CT: VII Include a discussion about environmental issues</em></td>
</tr>
</tbody>
</table>

Novice-Mid Learner

Standard 7.2 Interpretive Mode: Students understand and interpret within the appropriate cultural context spoken and written communication.
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<td><strong>Suggested Strategies</strong></td>
</tr>
<tr>
<td>Identify aspects of the target language/culture presented in photographs, children’s books, and plays.</td>
<td>Recognize specific celebrations, traditions, music, legends, and games of the target language/culture.</td>
<td>Show photos and posters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing and play culturally authentic music and games.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe and playact out legends.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>CT: Describe and playact scripture passages</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create opportunities for students to view movies, videos, and plays relating to the target language/culture.</td>
</tr>
<tr>
<td>Identify distinctive products of the target language/culture.</td>
<td>Recognize the tangible and intangible products of the target language/culture:</td>
<td>Explain and show the products and compare and contrast with home U.S. products.</td>
</tr>
<tr>
<td></td>
<td>examples of tangible products to include paintings, toys, dolls, and pair of chopsticks, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examples of intangible products to include systems of education and various celebrations.</td>
<td></td>
</tr>
</tbody>
</table>

**Novice-Mid Learner**

**Standard 7.2 Interpretive Mode**
### Standard 7.2 Interpersonal Mode: Students engage in direct oral and/or written communication.

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<tr>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td>Create opportunities for dialogue between students and teachers.</td>
</tr>
<tr>
<td>Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.</td>
<td>Ask and respond to simple questions and commands, make requests, and express preferences.</td>
<td>Provide students a variety of oral and/or written activities that correspond with age-appropriate, culturally authentic selections.</td>
</tr>
<tr>
<td>Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.</td>
<td>Exchange information by verbalizing and/or writing words, phrases, and short sentences relating to the culturally authentic selections.</td>
<td></td>
</tr>
</tbody>
</table>

**Novice-Mid Learner**

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**Page 22 of 32**
## Standard 7.2 Presentational Mode: Students engage in spoken or written communication for an audience.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
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</tr>
</thead>
</table>
| **Students will:** | **Students will:** | Present students with pictures of a Catholic shrine with enlarged examples of its art work/architecture.  
*CT: Catechism #2502 Discuss the genuine sacred art draws people to God.*  
Present students with directions and materials for making a simple decoration.  
Students use a web quest to research a cultural event. |
| Reproduce a variety of tangible products typical of the target culture. | Draw and color a replica of displayed art work/architecture for exhibit. |                          |
| Identify and reproduce expressive products typical of the target culture. | Create a culturally appropriate decoration. |                          |
| Participate in age-appropriate activities related to special events celebrated in the target culture. | Recreate the celebration of a special event from the target culture. |                          |

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**Novice-Mid Learner**
NOVICE HIGH-LEARNER
STANDARDS 7.1 AND 7.2
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</td>
<td>Act in response to teacher.</td>
<td>Model commands, directions using Total Physical Response (TPR).</td>
</tr>
<tr>
<td>Recognize common gestures, intonation, and other visual or auditory cues of the target culture.</td>
<td>In small groups, role-play using intonations and gestures included in the story.</td>
<td>Read a short story giving appropriate intonation and gestures.</td>
</tr>
<tr>
<td>Identify familiar people, places, and objects based on oral and/or simple written descriptions.</td>
<td>Orally and in writing describe presented posters.</td>
<td>Present and describe posters with familiar people, objects, and places.</td>
</tr>
<tr>
<td>Comprehend short conversations and brief written messages on familiar topics contained in media e.g., posters, TV, billboards.</td>
<td>Write a short statement about a newspaper article in the target language.</td>
<td>Lead a discussion about a newspaper article in the target language.</td>
</tr>
</tbody>
</table>

Novice-High Learner

Standard 7.1 Interpretive Mode: Students understand and interpret within the appropriate cultural context spoken and written communication.
**Standard 7.1 Interpretive Mode (cont’d)**

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<tbody>
<tr>
<td><strong>Students will:</strong></td>
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<td></td>
</tr>
<tr>
<td>Connect the learning of the target language to information studied</td>
<td>Verbally describe the picture and express their own opinion.</td>
<td>Show pictures of and give information about famous masterpieces in the target language.</td>
</tr>
<tr>
<td>in Visual and Performing Arts e.g., famous artists and works of art.</td>
<td>Look for the current exchange rate and express it in the target language.</td>
<td>Display signs with currency symbols and explain value differences in each one.</td>
</tr>
<tr>
<td>Connect the learning of the target language to information studied</td>
<td>Orally describe and write short statements about the life cycle of different plants.</td>
<td>Using visuals, review the life cycle of plants in the target language.</td>
</tr>
<tr>
<td>in mathematics e.g., symbols for currency and appropriate place value</td>
<td>Write a short summary of the passage in the target language identifying the main idea and principle characters.</td>
<td>Select a chapter from a literature book in the target language then lead a discussion and assist students with an analysis of the selection.</td>
</tr>
</tbody>
</table>
Standard 7.1 Interpersonal Mode: Students engage in direct oral and/or written communication.

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<tbody>
<tr>
<td><strong>Students will:</strong> Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas on math concepts e.g., buying/selling transactions.</td>
<td><strong>Students will:</strong> Initiate common classroom commands such as opening and closing books, requesting lavatory use, etc. Use age-appropriate gestures for greetings, introductions and leave-taking, and emotions such as surprise, caution, etc. Converse among peers, discussing preferences such as food, music, movies, etc. Re-enact a marketplace and make purchases and sales of goods and services.</td>
<td>Model activity and students imitate. Students take turns initiating activity. Model gestures specific to a particular region within the target culture. Students imitate. Introduce vocabulary and model appropriate expressions. Students practice conversations in a group setting. Introduce vocabulary and appropriate expressions. Students practice conversations in a group setting.</td>
</tr>
</tbody>
</table>

Novice-High Learner

Standard 7.1 Interpersonal Mode
### Standard 7.1 Interpersonal Mode (cont'd)

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<tr>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will:</strong> Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas on health topics e.g., basic human needs such as food, shelter, and clothing.</td>
<td><strong>Students will:</strong> Use appropriate idiomatic expressions to describe thirst, hunger, cold, and heat.</td>
<td>Present proper idiomatic expressions for the target language. Students practice among peers. <strong>CT:</strong> <strong>III Discuss the basic human rights to have food, shelter and, clothing</strong></td>
</tr>
<tr>
<td><strong>Students will:</strong> Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas on social studies topics e.g., scientist/inventors from the target culture and their contributions.</td>
<td><strong>Research and report on inventors, politicians, or other selected people in target culture.</strong></td>
<td>Provide a list of suitable candidates and format for students to use for presentation.</td>
</tr>
<tr>
<td><strong>Identify the main characters, main idea, setting, and important events found in culturally authentic texts.</strong></td>
<td><strong>Respond to simple questions orally or written following a presentation of a simple story in a target language.</strong></td>
<td>Read a simple story in the target language and prompt student responses with simple questions.</td>
</tr>
</tbody>
</table>

Novice-High Learner  
Standard 7.1 Interpersonal Mode
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</tr>
<tr>
<td>Create and present orally or in writing brief messages, poems,</td>
<td>Contribute individual poems to compile a book of poetry.</td>
<td>Offer possible topics for poetry and lead a brainstorming session eliciting ideas and</td>
</tr>
<tr>
<td>rhymes, songs, short plays, or role-plays using familiar vocabulary.</td>
<td>Identify a student in the class based on an anonymous written description.</td>
<td>vocabulary e.g., seasons/weather, school, and family.</td>
</tr>
<tr>
<td>Describe in writing people and things from the home/school environment.</td>
<td>Role-play the chosen selection for the class.</td>
<td>Introduce and review adjectives using visuals, written words, and oral methods.</td>
</tr>
<tr>
<td>Tell or retell stories from culturally authentic selections orally or</td>
<td>Present an oral synopsis after hearing/reading a culturally authentic selection.</td>
<td>Using cooperative groups students read and discuss the story or scripture passage and</td>
</tr>
<tr>
<td>in writing.</td>
<td>Role-play the chosen selection for the class.</td>
<td>its moral.</td>
</tr>
<tr>
<td>Retell a parable or story from scripture orally or in writing.</td>
<td></td>
<td><strong>CT: Scripture</strong></td>
</tr>
<tr>
<td>Use Social Studies topics to tell or write about products of the target</td>
<td>Create, display and orally explain items e.g., native foods, replicas of art or musical instruments,</td>
<td>Using cooperative groups students read and discuss a gospel passage and its moral.</td>
</tr>
<tr>
<td>culture and simulate common cultural practices e.g., culinary</td>
<td></td>
<td><strong>CT: Scripture</strong></td>
</tr>
<tr>
<td>contributions, crafts or artifacts from the target culture.</td>
<td></td>
<td>Provide detailed guidelines and rubric for students to complete a web quest regarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>common cultural practices.</td>
</tr>
</tbody>
</table>

**Novice-High Learner**

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**Standard 7.1 Presentational Mode**
### Standard 7.2 Interpretive Mode: Students understand and interpret within the appropriate cultural context spoken and written communications.

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<tbody>
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<td></td>
</tr>
<tr>
<td>Compare daily practices of people in the target culture with their own.</td>
<td>Make a comparative graph of the people’s routine in the target culture and of their own.</td>
<td>Show a short movie about the daily practices of people in the target culture.</td>
</tr>
<tr>
<td>Describe the geographical features, types and effects of climate in countries where the target language is spoken.</td>
<td>Create a TV weather report using the target language.</td>
<td>Use a map or globe to locate the target country and discuss weather, seasons, and climate.</td>
</tr>
<tr>
<td>Identify aspects of culture presented in photographs, plays, or films.</td>
<td>Orally describe and write a paragraph in the target language about aspects of the culture.</td>
<td>Display photographs representative of places or cultural aspects of the target country.</td>
</tr>
<tr>
<td>Identify common tangible cultural products of the target culture.</td>
<td>Compare and discuss differences among the cultural products.</td>
<td>Display different types of cultural items produced in the target country.</td>
</tr>
</tbody>
</table>

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**Novice-High Learner**

**Standard 7.2 Interpretive Mode**

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Standard 7.2 Interpersonal Mode: Students engage in direct oral and/or written communication.

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<td></td>
</tr>
<tr>
<td>Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.</td>
<td>Interact with etiquette, proper gestures, and intonation to communicate during common social situations.</td>
<td>Introduce culturally accepted aspects of greeting, leave-taking, etc.</td>
</tr>
<tr>
<td>Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</td>
<td>Read and discuss a culturally appropriate reading selection.</td>
<td>Provide students with opportunity to read aloud.</td>
</tr>
</tbody>
</table>

Novice-High Learner

Standard 7.2 Interpersonal Mode
**Standard 7.2 Presentational Mode: Students engage in spoken or written communication for an audience.**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
<td></td>
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<tr>
<td>Compare and contrast similarities and differences between tangible</td>
<td>Display and orally present the similarities and differences between various</td>
<td>Students use a web quest to discover items produced in various countries e.g., fruits,</td>
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<tr>
<td>products of the target culture and their own.</td>
<td>products.</td>
<td>vegetables, and other goods.</td>
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<td></td>
<td>Design greeting cards for various holidays/events.</td>
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<td></td>
<td>Interview a “local citizen” (designated student) at a typical cultural event</td>
<td>Introduce and review vocabulary using visuals and written words.</td>
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<td>Recreate an event celebrated in the target language.</td>
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<td></td>
<td>Write an informative essay comparing and contrasting the manner of observing</td>
<td>Provide written and visual information on different cultural events celebrated.</td>
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<tr>
<td></td>
<td>holy days.</td>
<td>Students in cooperative groups discuss plan and make comparisons of the celebration of a cultural event.</td>
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<tr>
<td></td>
<td></td>
<td>Discuss how a holy day is observed in targeted culture and students compare/contrast it with observance in the US.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>CT: Discuss Catholic Practices - emphasize spiritual nature of the holy day</em></td>
</tr>
</tbody>
</table>

Novice-High Learner

Standard 7.2 Presentational Mode
Teacher Resources


Standard 1 Communication – Communicate in Languages Other Than English

1.1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

1.2 - Students understand and interpret written and spoken language on a variety of topics.
This standard involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to read many impact students’ development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.

1.3 - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students will write in ways that closely resemble the spoken language. Moreover, they will control informal oral styles. Over time these learners will develop the ability to write and speak using more formal styles.

Standard 2 Cultures – Gain Knowledge and Understanding of Other Cultures

2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
This standard focuses on the practices that are derived from the traditional ideas and attitudes (perspectives) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “what to do when and where.”

2.2 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
This standard focuses on the products of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product.

* National Standards in Foreign Language Education Project, 700 S. Washington Street, Suite 210, Alexandria, VA 22314
ACTFL Proficiency Guidelines*
By American Council for the Teaching of Foreign Languages 1998

Listening

Listening Novice-Low - Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Listening Novice-Mid - Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Listening Novice-High - Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

Listening Intermediate-Low - Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Listening Intermediate-Mid - Able to understand sentence-length utterances that consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Listening Intermediate-High - Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

**Speaking**

The **Novice level** is characterized by the ability to communicate minimally with learned material.

**Speaking Novice-Low** - Oral production consists of isolated words and perhaps a few high-frequency phrases, essentially no functional communicative ability.

**Speaking Novice-Mid** - Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

**Speaking Novice-High** - Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombination of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

The **Intermediate level** is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode
- initiate, minimally sustain, and close in a simple way basic communicative tasks
- ask and answer questions.

**Speaking Intermediate-Low** - Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Speaking Intermediate-Mid** - Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

**Speaking Intermediate-High** - Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
**Reading**

**Reading Novice-Low** - Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

**Reading Novice-Mid** - Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

**Reading Novice-High** - Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.

**Reading Intermediate-Low** - Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

**Reading Intermediate-Mid** - Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

**Reading Intermediate-High** - Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Writing

Writing Novice-Low - Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Writing Novice-Mid - Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Writing Novice-High - Able to write simple, fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Writing Intermediate-Low - Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics.

Writing Intermediate-Mid - Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

Writing Intermediate-High - Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.
Preliminary Proficiency Guidelines Writing Revised 2007

The ACTFL guidelines are being revised. As of April 2007 the preliminary Writing section was available on the Internet (http://www.actfl.org/files/public/writingguidelines.pdf) and portions are printed below.

Summary Highlights

<table>
<thead>
<tr>
<th>Superior</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superior-level writers are characterized by the ability to:</strong></td>
<td><strong>Advanced-level writers are characterized by the ability to:</strong></td>
<td><strong>Intermediate-level writers are characterized by the ability to:</strong></td>
<td><strong>Novice-level writers are characterized by the ability to:</strong></td>
</tr>
<tr>
<td>Express themselves effectively in most informal and formal writing on practical, social, and professional topics treated both abstractly as well as concretely.</td>
<td>Write routine informal and some formal correspondence, narratives, descriptions, and summaries of a factual nature.</td>
<td>Meet practical writing needs e.g., simple messages and letters, requests for information, notes and ask and respond to questions.</td>
<td>Produce lists and notes and limited formulaic information on simple forms and documents.</td>
</tr>
<tr>
<td>Present well developed ideas, opinions, arguments, and hypotheses through extended discourse.</td>
<td>Narrate and describe in major time frames, using paraphrase and elaboration to provide clarity, in connected discourse of paragraph length.</td>
<td>Create with the language and communicate simple facts and ideas in a loosely connected series of personal interest and social needs, primarily in the present.</td>
<td>Recombine practiced material supplying isolated words or phrases to convey simple messages, transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary or reproduce basic characters with some accuracy.</td>
</tr>
<tr>
<td>Control structures, both general and specialized/professional vocabulary, spelling or symbol production, punctuation, diacritical marks, cohesive devices, and other aspects of written form and organization with no pattern of error to distract the reader.</td>
<td>Express meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used structures.</td>
<td>Express meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.</td>
<td>Communicate basic information.</td>
</tr>
</tbody>
</table>
## General Instructional Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
</table>
| **Creative Dramatics** | Original dramatic forms to illustrate proficiency in the target language e.g., puppetry, pantomime, role-playing, improvisations, plays, musicals, radio shows, etc. | • Learners plan and present a play.  
• Learners create a documentary. |
| **Structured Summary** | Framework of ideas in the selection presented after reading; it provides learners with a summary e.g., a graphic organizer – of the information presented. | • A structured summary of a reading selection could be presented on the overhead projector to clarify the main ideas after reading.  
• A complete idea map could be used as a summary after learners read to help organize learners’ thoughts. |
| **K – W – L**         | Active thinking needed when reading cultural expository text; the letters stand for the three activities the learner engages in when reading to learn. | • Learners create a 3-column K-W-L strategy chart to be filled in before, during, and after they read a nonfiction selection.  
• Learners use the 3-column K-W-L strategy sheet before, during, and after a research project.  
• Learners use their journals to record what they know, questions they need answered, and finally the information they gained. |
### General Instructional Strategies (cont’d)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewing</strong></td>
<td>Open-ended questions presented to the learner to gain information about the learner; questions should be asked in an informal setting.</td>
<td>• Learners are interviewed to gather information.</td>
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<td></td>
<td></td>
<td>• The learner is interviewed to reveal how much is known.</td>
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<td></td>
<td>• Learners interview each other to create a graphic representation of a presentation.</td>
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<tr>
<td><strong>Debate</strong></td>
<td>Formal argument conducted as a contest between opposing sides on a specific question.</td>
<td>• Learners debate the sides of a current controversial news story or topic.</td>
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<tr>
<td></td>
<td>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom’s Taxonomy, higher and lower level, open ended and specific response.</td>
<td>• Learners debate the issues presented in literature.</td>
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<tr>
<td><strong>Effective Questioning</strong></td>
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<td></td>
<td>Probing</td>
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<td></td>
<td><strong>Sample Questions:</strong></td>
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<tr>
<td></td>
<td><strong>Probing</strong></td>
<td></td>
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<tr>
<td></td>
<td><em>T: What do you like to do?</em></td>
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<td></td>
<td><em>L: I like to watch TV.</em></td>
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<tr>
<td></td>
<td><em>T: What is your favorite show and why?</em></td>
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<td></td>
<td>Redirecting:</td>
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<td></td>
<td><em>T: Michael, do you like the same show as Ann? … why or why not?</em></td>
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<tr>
<td></td>
<td>Rephrasing</td>
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<tr>
<td></td>
<td><em>T: What is your favorite TV show?</em></td>
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<tr>
<td></td>
<td><em>L: (No response)</em></td>
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</tr>
<tr>
<td></td>
<td><em>T: What TV show do you like?</em></td>
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</tr>
<tr>
<td>Strategy</td>
<td>Description</td>
<td>Application</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Carouseling</td>
<td>A round robin brainstorming activity where learners travel from one station to another and write ideas.</td>
<td>• The teacher sets up the room with five to ten different stations (depending on class size). Each station contains challenges that are related to the current topic of study, describe an item, or a short set of questions to be answered. After all of the students have visited all of the stations, they discuss and compare their observations.</td>
</tr>
</tbody>
</table>
| Modeling          | The act of demonstrating the behavior or activity that is to be elicited from the learner. | • The teacher models activity.  
• A learner models a similar activity. |
| Mini-lessons      | Lessons conducted to address the needs of one or a small group of learners in any subject area; they are usually of relatively short duration (10-15 minutes). | • The teacher instructs five learners having difficulty with writing.  
• The teacher reviews the lesson with a learner. |
| Thematic Units    | Units of study constructed around a central theme; they incorporate many skills and integrate curriculum areas. | • The teacher uses a topic and then relates the language arts, mathematics and social studies aspects to the unit. |
| Flexible Grouping | Grouping based upon factors other than ability; heterogeneous grouping; grouping based upon interest, topic studied, etc. This grouping method helps to avoid the stigma of “low” groups. | • The teacher may group students based upon their interest in a topic.  
• The teacher may group learners in study groups according to topic. |
| Peer Practice     | A cooperative learning technique in which groups (pairs, triads, etc.) of learners practice the learning together, “pair and share” “Buddy Study”. | • A pair of students quizzes each other about the lesson.  
• A small group of learners perform a skit. |
**General Instructional Strategies (Cont’d)**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
</table>
| Conferencing                     | Meetings between teacher and learner/s as a follow-up to instruction; these meetings reinforce the learning and help the teacher check for understanding.                                                   | • The teacher meets with the learner to review the lesson.  
• The learner and teacher meet to check for improvement in comprehension or pronunciation.                                                                 |
| Chanting, Rapping, Songs, Choral Response | Highly motivating methods to practice, reinforce, and provide opportunities for the learner to hear, see, say, sing, and move rhythmically with the learning; learning becomes more vivid, repetitious, and memorable. | • The intermediate learner could write and perform a rap to remember the vocabulary or grammar.  
• The primary learners might chorally recite parts of a verb.  
• Learners might write and perform a song about their favorite things.                                                                 |
| Learning Journals                | The learner communicates how and what has been understood about a concept or unit of study. The learner may describe the learning process, define a term, or indicate what was learned.       | • The learner summarizes an activity.  
• The learner might describe an object.  
• The learner reflects upon an activity in the learning journal.  
• The learner lists two or three interesting ideas in response to teacher and peer questions.                                                                                     |
| Graphic Organizers               | Visual illustrations of verbal statements; they help the learner organize, comprehend, summarize, and synthesize information. Examples include the following: spider map (webbing), continuum/scale, series of events chain, problem/solving outline, network tree, fishbone map, cycle, pie chart, Venn diagram, mind map, etc. | • After reading a selection, the learner ranks the character, events, etc. on a ranking ladder graphic.  
• Teacher starts a web with a key idea of a concept; learners brainstorm words/phrases to build web of interrelated ideas about that concept.  
• A fishbone map to visualize cause and effect of an event in a story could be constructed by a teacher and learners.  
• A Venn diagram could be used to visualize the cultural similarities and difference.                                                                                   |
### Essential Features of Classroom Inquiry

<table>
<thead>
<tr>
<th>Essential Feature</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
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<tbody>
<tr>
<td><strong>A.</strong> Learner engages with oriented question(s)</td>
<td>Learner engages with question(s) provided by teacher, materials, or other source</td>
<td>Learner sharpens or clarifies question provided by teacher, materials, or other source</td>
<td>Learner selects from among questions, modifying as necessary</td>
<td>Learner poses own question</td>
</tr>
<tr>
<td><strong>B.</strong> Learner participates in design of procedures for gathering information</td>
<td>Learner given information to follow</td>
<td>Learner clarifies or modifies information for gathering evidence</td>
<td>Learner guided in designing own procedures for gathering evidence</td>
<td>Learner designs own procedures for gathering evidence</td>
</tr>
<tr>
<td><strong>C.</strong> Learner responds to questions</td>
<td>Learner given information and told how to analyze</td>
<td>Learner given information and asked to analyze</td>
<td>Learner directed to collect certain information and asked to analyze</td>
<td>Learner determines what constitutes significant information and collects it</td>
</tr>
<tr>
<td><strong>D.</strong> Learner formulates explanations from information</td>
<td>Learner provided with explanation</td>
<td>Learner given possible ways to use information to formulate explanation</td>
<td>Learner guided in process of formulating information from evidence</td>
<td>Learner formulates explanation based upon information</td>
</tr>
<tr>
<td><strong>E.</strong> Learner connects explanations to acquired knowledge</td>
<td>No connection made to acquired knowledge</td>
<td>Learner given possible connections to acquired knowledge</td>
<td>Learner directed toward sources of acquired knowledge and asked to make connections</td>
<td>Learner independently connects explanations and acquired knowledge</td>
</tr>
<tr>
<td><strong>F.</strong> Learner communicates and justifies explanations</td>
<td>Learner given steps and procedures for communication</td>
<td>Learner provided broad guidelines to use and sharpen communication</td>
<td>Learner coached in development of communication</td>
<td>Learner forms reasonable &amp; logical argument to communicate own explanations</td>
</tr>
</tbody>
</table>

Less-----------------------------Amount of Learner Self-Direction-----------------------------More
More-----------------------------Amount of Direction from Teacher or Material-----------------------------Less

Adapted from *Inquiry and the national science education standards: A guide for teaching and learning*, p.29.
The Role of Technology

The latest instructional technologies, particularly the most interactive technologies such as computer-assisted language learning and advanced telecommunications, enhance the possibilities of providing world language instruction for all students. Technology brings languages and cultures into the classroom in an immediate and authentic way, transforming the world language classroom by re-creating the multidimensional nature of the language, as it exists within the visual, social, and cultural world.

The use of technology in the world language classroom has many potential benefits, including the following:

- It enhances student interest and potential learning by enabling students to communicate freely with more people from many parts of the world.
- It allows for individual instruction while also providing opportunities to work collaboratively and apply knowledge to simulate and real-life projects.
- It provides practice, remediation, and assessment opportunities far beyond the scope of traditional practices.

Computers can be used “as a bridge between the world language curriculum and other curriculum areas, thereby serving as a tool to access almost-unlimited sources of information and to expand authentic language experiences.” Learning then becomes more interesting to students. Students can be encouraged to use target-language data on CD-ROM or the Internet, recognizing that they may not be able to fully understand the entire text. The function of the teacher is to guide learners in finding and interpreting such information as songs, fairy tales, biodata from children abroad, maps, and magazines. The Internet is an invaluable tool for individual and group research, virtual field trips, daily news stories, job searches, and all types of inquires and correspondence.” New Jersey World Language Curriculum Frameworks p. 26.
# Assessment Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal Records</td>
<td>Narrative written and dated records on student – used to measure progress, growth, or to record behaviors.</td>
</tr>
<tr>
<td>Checklists</td>
<td>Checklists may be used to monitor and assess a variety of student behaviors and proficiencies. If the assessment is devised specifically for a particular grade level or a given set of student needs, it is more effective.</td>
</tr>
<tr>
<td>Creative Presentations</td>
<td>Plays demonstrating historical events, use of puppets, role-playing and other activities presented by students to teach concepts.</td>
</tr>
<tr>
<td>Dictation</td>
<td>Teacher dictates simple requests, commands, sentences, actions, etc. Students write what has been said.</td>
</tr>
<tr>
<td>Journals</td>
<td>Journal writing may be entered in a notebook, folder, or bound composition book. Journals may be used to record daily personal experiences, ideas, reflections or thoughts, and/or responses to specific teaching, reading prompts or subjects. Journals provide opportunities for students to write and share thoughts and experiences.</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>Students may make formal or informal presentations such as performing a skit or presenting a historical event. The teacher and/or students assess the presenter’s skills in a variety of areas, such as understanding of concept, eye contact and audience engagement, etc.</td>
</tr>
<tr>
<td>Oral Responses</td>
<td>Oral student participation used to assess a variety of skills. For example, the way a student responds to the kinds of questions asked may give the teacher information about his/her processing and thinking skills.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Peer Conferencing</strong></td>
<td>Used in a supportive learning environment, students’ peers can offer valuable feedback and help set direction for further learning. They can confer with each other about creative oral presentations, provide guidance, and make comments and suggestions. They can set up forms for self-evaluation or create a plan of action. Older students may be used to “coach” younger students, creating a positive learning environment.</td>
</tr>
<tr>
<td><strong>Portfolios</strong></td>
<td>Portfolios are much more comprehensive than writing folders and contain an entire array of student’s work over the course of a school year. They may include the following: journals, report samples, checklists, projects, tests, anecdotal records, etc. Portfolios may be shared with students’ parents at conference time.</td>
</tr>
<tr>
<td><strong>Records of Student Participation</strong></td>
<td>Similar to anecdotal records, these records focus on evaluation of an individual student’s growth over time. They may include the following: checklists, self-evaluation questionnaires, charts, or journal entries.</td>
</tr>
<tr>
<td><strong>Running Records</strong></td>
<td>A written record of student’s ability to comprehend, apply and analyze information.</td>
</tr>
<tr>
<td><strong>Student Activities or Projects</strong></td>
<td>Activities may be done individually, with a partner, in a small or large group, or with an entire class. The activities may be hands-on, dramatic or written responses. Examples may include the following: role-playing a famous historical figure, designing a new product, advertising a method for saving the environment, etc.</td>
</tr>
<tr>
<td><strong>Student Interviews, Conferences</strong></td>
<td>Student and teacher conferences are used for a variety of purposes, and may be used to discuss topics e.g., individual student strategies needed for improvement.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Questionnaires</td>
<td>Questionnaires are used to elicit a variety of information from the students in the form of forced choice or open-ended questions. Among some of the uses are the following: a student’s comprehension of information, strategies a student uses to apply principles then analyze results, or ideas a student may have to change or improve a class activity or project. The questionnaire may provide comparative data for teachers to use when assessing student growth in a variety of areas.</td>
</tr>
<tr>
<td>Student Self-Evaluation</td>
<td>“Here, the teacher involves the students in serious examination of questions e.g., – How am I doing? Are things going as I planned? What would I like to learn or work on next?” For example, keeping records about their own learning experiences may help students, meeting with the teacher in conference on a regular basis, to evaluate what they hope to achieve.</td>
</tr>
<tr>
<td>Teacher Observation</td>
<td>Ongoing observation, interaction, and analysis of one student, a small group, or a whole class in order to assess growth.</td>
</tr>
<tr>
<td>Tests</td>
<td>Standardized tests, unit tests, chapter tests, pretests, teacher-made tests, and/or quiz – used to assess students, provide the teachers with information for diagnosis and remediation of students’ needs, as well as teacher instructional direction and strategies. Tests have an essential place in evaluation, but should serve as only a part of the entire process of assessment.</td>
</tr>
<tr>
<td>Writer Response</td>
<td>Individual/group responses to specific questions, comments, requests or directions. Examples include the following: journals, tests, cooperative group work, daily assignments, activities, reports, observations, etc. A strategy to teach thinking as a process requiring inference, interaction and classification. For example, as a teacher dictates a story in the target language the students respond in their journals to questions e.g., “What is the relationship between two characters?” or “Why is there a conflict?”</td>
</tr>
</tbody>
</table>
Resource Selection Guide

The goals of the Core Curriculum Standards can best be met by using a variety of instructional materials. These may include:

- Nontraditional materials e.g., interactive multimedia and computer software;
- Supplementary materials e.g., cassettes, videos, transparencies;
- Culturally authentic materials e.g., newspapers, magazines, brochures, menus in print or electronic format; and cultural artifacts such as food, art, or money; and
- Basal materials.

**A textbook should not be the sole curricular support in the world language program.** A textbook represents only one resource for the curriculum. Other resources should include the nontraditional, supplementary, and culturally authentic materials mentioned above.

**Content Criteria for Selecting World Language Instructional Materials**

- Content is meaningful and can be easily related to the lives of the students.
- Content includes language that is authentic and natural and based on real-life experiences.
- Language is viewed as a medium for logical-thinking processes and not as a collection of isolated words and phrases.
- Content places primary emphasis on communication skills in listening, speaking, reading, and writing.
- Grammatical structures and vocabulary are introduced naturally as components of themes and functions.
- Content is appropriate to the language needs, age levels, and interests of students.
- Cultural content is integrated throughout, reflecting multiethnic diversity within language groups and giving an accurate view of everyday life.

**Pedagogical Criteria for Selecting World Language Instructional Materials**

- Activities are open-ended and encourage creative use of language and negotiated meaning in a variety of situations.
- Activities call for higher-order thinking skills and reflections, not simply recollection of factual information.
- Activities are designed to meet the needs of students with diverse learning styles, including a variety of individual, pair, small-group, and class activities.
- Activities are students-centered and require student involvement and responsibility.
- An interdisciplinary approach I used with themes that encourage cross-disciplinary projects.
- Materials include ongoing assessments of all four-communication skills, with emphasis on language proficiency.
Selection Features of Teacher Manual

- Is extensive and user-friendly
- Supports curriculum goals/objectives
- Offers teaching choices
- Provides strategies for various learning styles
- Highlights skills/strategies for study skills
- Includes differentiate strategies and lessons
- Includes scope and sequence
- Incorporates varied assessment options
- Suggests cross-curricular connections
- Develops cultural perspectives
- Offers integrated technology resources, e.g., websites
- Includes varied activities
- Suggested other resources materials

Instructional Materials/Publishing Companies

AMSCO Publication, Inc.
315 Hudson Street, New York, NY 10013 (1-800-763-6803)
Spanish, French, German, Latin, Italian- See: www.amscopub.com

Barron
World Languages for Children e.g.,
German, Chinese, French, Italian, Spanish, Portuguese, American Sign Language – See:
http://barronseduc.com/foreign-languages.html

Benchmark Education Co.
Books written in Spanish in science, math, and social studies for classroom and cross curricula – See:
www.benchmarkeducation.com
Instructional Materials/Publishing Companies (cont’d)

Carson-Dellosa Publishing Company, Inc.:
Spanish incentives, decorations, books, games, etc. – See:

Christian Answers
Religious videos, DVD’s, books in over 100 languages – See:
www.christiananswers.net

Frank Schaffer Publications, Inc
23740 Hawthorne Blvd. Torrance, CA 90505, 800-417-3261
Learn a Language, Spanish Series Levels 1, 2, and 3
Contains guidelines for those teachers who are not fluent in Spanish but have been mandated to teach the language
www.frankschaffer.com

Glencoe
Middle School Spanish, French, Conversation Italian
FLEX program for languages i.e., Introduction to Spanish, French, Italian, German, and Latin –See:

Harcourt School Publishers
Texts in various subjects written in Spanish, good for cross curriculum integration – See:

Hayes School Publishing Company, Inc.
Teacher resources materials K-8 Reproducible Books, Certificates, Name Signs, etc. – See:
http://www.hayespub.com/cgi-local/SoftCart.exe/online-store/scstore/search2.html?L+scstore+hdfv3632ffb00eb0+1182650568

Holt, Rinehart & Winston Publishers
6277 Sea Harbor Drive, Orlando, FL 32887 (800-345-3800)
Spanish, French and German series (levels 1-3 & middle school) and resources – See:
http://www.hrw.com/world/

Instructional Fair, Inc.:
Teacher resource materials in French, German, Spanish – See
**Instructional Materials/Publishing Companies (cont’d)**

**McDougal Littell**  
Spanish, French, German – See:  
[www.mcdougallitell.com](http://www.mcdougallitell.com)

**McGraw Hill**  
Chinese – Introduction  
French, Russian – All levels  
German – All levels & business  
Italian, Japanese, Portuguese – introduction & intermediate  
Spanish – introduction, intermediate and advanced – See:  
[http://catalogs.mhhe.com](http://catalogs.mhhe.com)

**McGraw Hill Wright Group**  
220 East Danieldale Road, DeSoto, TX 75115 (800-648-2970)  
Spanish series for primary years and resources – See:  

**Milliken Publishing Company**  
Cultural resource guides for a variety of nations – See:  
[http://www.millikenpub.com/cgi-bin/htsearch](http://www.millikenpub.com/cgi-bin/htsearch)

**EMC Paradigm Publishing**  
875 Montreal Way, St. Paul, MN 55102 (1-800-328-1452)  
On line interactivities, instructional materials and books intermediate levels in Spanish, French, German, Italian, Chinese, etc. – See:  
[www.emcp.com](http://www.emcp.com)

**Pearson/Prentice Hall**  
Spanish and French (all levels), Latin, German, Portuguese, Chinese, Italian (Upper levels)  
American Sign Language – See:  
[http://phcatalog.pearson.com](http://phcatalog.pearson.com)

**Rosetta Stone**  
1-888-232-9245  
Instructional Materials/Publishing Companies (cont’d)

Teacher’s Discovery
2741 Paldan Drive, Auburn Hills, MI 48326
Spanish, French, German - for purchase workbooks, dictionaries, incentives, audio-visual, instructional materials, etc.– See: www.teachersdiscovery.com

World of Reading

Worldlanguage.com
Dictionaries, Translations English from and to, Italian, Spanish, Portuguese, Polish, French, etc, www.worldlanguage.com

Organizations

American Council on the Teaching of Foreign Languages (ACTFL) - See: www.actfl.org

Foreign Language in Elementary School (FLES)
7210 Hidden Creek Road, Bethesda, MD 20817 (301) 229-3419
Languages and Children, Making the Match, Curtain, Helena, and Carol Ann Pesola
Boston: Person Education 2004
Music and other activities - See:
http://www.fles.org/

National Network Early Language Learning (NNELL)
700 S. Washington St., Suite 210, Alexandria, VA 22314 (703) 894-2900 – See: www.nnell.org
Suggested Videos/DVDs

Teacher’s Discovery Spanish Commercials 1 or 2
Teacher’s Discovery Spanish Consonants
Teacher’s Discovery Spanish Vowels
Rugrats La Pelicula
Los Gatos y Los Perros
Channel 1000 Costa Rica y Belize

Channel 1000 Spain
Video Visits Mexico
The Family Circus Lyric Language Spanish
Disney Movies
El Rey Leon 2
Buscando A Nemo

Websites for World Language*

ACTFL Proficiency Guidelines
www.sil.org

Anacleta
Teacher resources covering a multitude of topics, lesson plan ideas, cultural links, etc.
http://anacleta.homestead.com/information.html

Ana Lomba
Site for Pre-school level
http://analomba.com

British Broadcasting Company (BBC)
News, sports, radio, TV, weather in 33 different languages also “Learn English” section includes vocabulary, music pictures, stories, grammar, quizzes, exams, lesson plans
http://www.bbc.co.uk/worldservice/languages/

California State University Northridge
Lesson plans & resources for French, German, Italian, & Spanish
http://www.csun.edu/~hcedu013/ eslsp.html

Certification and Praxis
www.ets.org

Currency vocabulary & information
www.xe.com

Elementary Curriculum Project
Sample lesson plans K - 4
http://www.d.umn.edu/~ezeitz/ Curriculum%20Project/ Projectdescription.html

Enchanted Learning
Variety of resources for entry-level students
www.enchantedlearning.com

Foreign Language Teaching Forum
List serve geared to Middle and High School
http://cortland.edu/flteach/#arch

Fodors
Research a destination, book a hotel, view restaurants, etc.
www.fodors.com

*As of May 2007 the URLs were active.
Global Teaching Learning
Standards-Based World Languages Classroom, technology lesson plans, children’s literature, assessment tasks, professional development and resources K-12
http://globalteachinglearning.com/

Spanish census information & general information in other language websites
http://www.usa.gov/webcontent/managing_content/specific_websites/other_languages.shtml

Intelicast
Weather of favorite country
www.intellicast.com

Internet activities for the foreign language class
Web sites include Newspapers, Foods, Sports, Music, Literature, Museums, Artists, Leisure, Geography, History, Holidays/Celebrations, Weather, Search Engines, and Comics in Spanish and other languages
http://clta.net/lessons/

Kathy Shrock’s Guide for Educators
Internet activities, newspapers & multiple language links:
Chinese, French, German, Italian, Portuguese,
Spanish
http://www.school.discovery.com/schrockguide/

Miscositas
Games, stories, realia etc
http://miscositas.com/

Ñanduti
Foreign language learning grades preK-8 teaching resources, professional development & networking
http://www.cal.org/earlylang/

National Geographic
Information about countries
www.nationalgeographic.com

National Network for Early Language Learning
Journal, resources, membership
http://www.nnell.org/

Puzzlemaker
Teacher or student can make up puzzles to review vocabulary
www.puzzlemaker.com

Super Language Websites
Grammar aids, maps & geography, travel, dictionaries, foods & recipes, games, newspapers/magazines
http://www.uni.edu/becker

Total Physical Response Storytelling (TPRS)
Listserve for TPR Storytelling
http://groups.yahoo.com/group/elementarytprs/
http://groups.yahoo.com/group/moretprs/

Welcome to the Year of Languages
The ACTFL website conventions, professional development teacher resources
www.yearoflanguages.org
World Languages
Languages of the world directory with links
www.123world.com/languages

Yahoo Espana
Games
www.yahoo.es

Spanish Language Sites

ABC-Noticias de espanol y del mundo
Copies of the newspaper of Spain
www.abc.es

Ancient Mexico
History of Ancient Mesoamerica, Gods, map, conquest, documents, timeline
www.ancientmexico.com

Asociacion del futbol Argentino
All about Argentinian soccer in Spanish language
www.afa.org.ar

Azcentral
Web site explaining the 3-day Mexican holiday
www.azcentral.com/rep/dead

Casa Fiesta
Mexican recipes
www.casafiesta.com

Cinco de Mayo information
www.cincodemayo.net

Spanish version of CNN
www.cnnespanol.com

Complete Guide to Spanish Language Web Sites
Dictionaries, games, grammar, language schools, literature, magazines, online classes, news, teaching resources, vocabulary, organizations
www.spanish4all.com

Correo
A Peru newspaper
www.correoperu.com

Cyber Spain
Mega Site about Spain and the festival “LaTomatina”
www.cyberspain.com/life/tomatina.htm

Diario directo
Interactive Spanish newspaper
www.diariodirecto.com

El Comercio
A newspaper of Ecuador
www.elcomercio.com

El Comerico Peru
Peru’s daily newspaper
www.elcomercioperu.com.pe/online/

El Colombiano
Columbia’s newspaper
www.elcolombiano.com
Elmariachi
History, etc of the music
www.elmariachi.com

Europa Elportal de la Union Europea
Currency vocabulary & information
www.europa.eu.int

Fiestas and folklore
Information about festivals

Flamenco-World
About the dance
www.flamenco-world.com

Fonovisa Records
About the latest “pop” music/bands, etc.
www.fonovisa.com

Hispanic Magazine
Website for Hispanic magazine
www.hispaniconline.com

Hola
A Spanish magazine (only avail. in Spanish) from Spain
www.hola.com

Juegos Educa cionales Articulos Variados
News, articles
www.telemundo.com

La aficion
Mexican newspaper about sports
www.milenio.com/mexico/laaficion

La Cronica de hoy
Mexican newspaper
www.cronica.com

Lesson Plans
www.lessonplanspage.com

Mexico Connect
Information on Mexican culture, maps
www.mexconnect.com

Midilibre
A newspaper of France
www.midilibre.com

Mundo Taurino
All about bullfighting
http://www.mundo-taurino.org/

Newspaper of Cadiz, Spain
Diavio de cadiz
www.diaviodecadiz.es

Newspaper of Spain with South American News
Newspapers and news media guide
http://www.abyznewslinks.com/argen.htm

Newspaper of Vizcaya, Spain
El Correodigital
www.elcorreodigital.com

Peru Travel
Latest Peruvian information
www.peru.com/travel
Premier Mexico Travel Guide
Travel tips, news, Spanish Helper-travel scenarios
www.go2mexico.com

Soccer-Spain
All about Spain’s soccer
www.soccer-spain.com

Spanish Arts
Spanish literature, art, architecture & music
www.spanisharts.com

Spanish Schools
Research cities of countries
www.spanishschools.org

Spanish Unlimited
Learn Spanish, test your Spanish levels, travel guides, culture,
 mega website
www.spanishunlimited.com

Super Spanish Websites
Countries & cultures, fun sites, dictionaries & grammar, search engines
http://www.uni.edu/becker/Spanish3.html