

Curriculum Addendum: World Language

Grade Band: Novice, Intermediate, Advanced

N.J.A.C. 6A: 8-3.1 Curriculum and instruction

(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the CCCS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the CCCS with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating **content, process, products, and learning environment.**

District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the CCCS and the English language development standards.

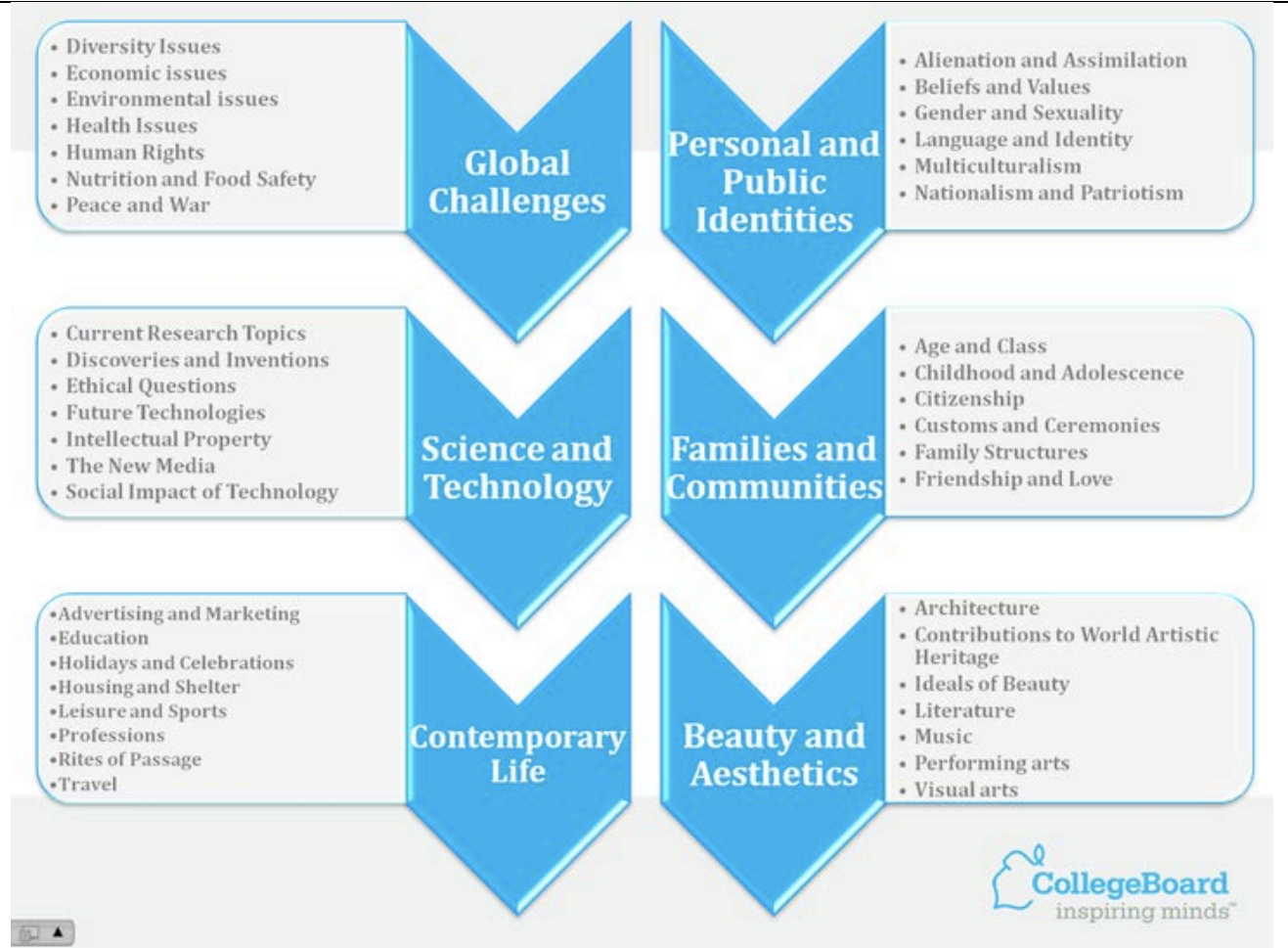
District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

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Content Area Unit Name	World Language K-12
Interdisciplinary Connections <i>(including WIDA standards if applicable)</i>	<p>The world language curriculum intentionally integrates content across disciplines and is designed to make natural connections to students' global learning in other disciplines, interests, and community.</p> <p>Where do the connections between other disciplines occur?</p> <ul style="list-style-type: none">● History● Mathematics● Architectural● Music● Science● English Language Arts / Literature● Economics● Health● Arts / Fine Arts <p>Use the world language common themes as a framework to design interdisciplinary connections, including global challenges, science and technology, families and communities, contemporary life, beauty and aesthetics, personal and public identities (as identified by College Board).</p>



Examples of Interdisciplinary Tasks:

Novice:

-Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.

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-Students team with another class in a target language country to identify and compare endangered species in both countries, and collaborate to produce a multi-media informational presentation for their peers using basic information in the target language.

-Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

-Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.

-Students research activities of various United Nations theme days (for example, World Food Day, World AIDS Day) on websites from the United Nations and target language countries. Each student (or student team) selects a participating country and develops a digital poster of its activities related to the celebration.

Intermediate:

- Students prepare an electronic info brief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.

- During career week at school, students research job ads in the target language on Internet databases (or in print media) to locate jobs in which they are interested. They choose one each and prepare themselves for an interview by writing a resumé and cover letter and submitting it to classmates. Students conduct interviews in an open-panel format.

-Students choose a global topic and throughout the semester use their free reading time as well as time outside of the classroom to find authentic resources in the target language in order to advance their understanding about the topic. Students summarize their learning at the end of the year by sharing it with their classmates in an online space such a blog, wiki, etc.

- Using the Internet, students participate in a "walking tour" of a city in a target language country. Students "shop" for clothing on the website of a department store, using the "currency" of the target language country, and explain to their classmates the items they bought and why they bought them. Students "visit" art museums in the country of their target language culture and give a guided tour of the art works to "tourists" (their classmates).

Advanced:

-In small groups, students design a product and develop a marketing campaign for this product to sell it to consumers in a target country. Students present their marketing campaigns to students in the target language country via target language media outlets.

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	<p><i>-Students work in groups of 3-4 to prepare a live news broadcast using websites from various news sites. Students will use information on local, regional, and world news from a target language website to produce a news broadcast.</i></p> <p><i>-Students listen to online programming of the news from the target language country related to a current U.S. event and analyze how the target culture perspectives influence how that event is covered.</i></p> <p><i>-Students write and post book reviews to a target language website after reading a book in the target language.</i></p> <p><i>-Students create a virtual or real museum on a topic of current interest or relevance to the target culture. - Students determine the theme, quantity, and nature of exhibits, plan for advertising and create or collect all necessary materials.</i></p>
<p>Core Instructional Materials including digital tools</p>	<p>To develop novice, intermediate and advanced language communicative proficiencies, culturally authentic resources can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.</p> <p>Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.</p> <p>Presentation/Digital Storytelling Tools: Google Slides, Prezi, Go Animate, Storybird, ToonDoo, ZooBurst, Online Speaking/Recording Tools: Voicethread, clear.msu, Audacity, Vocaroo, Aviary, Voki, Chatterpix Backchanneling: TodaysMeet, Polleverywhere, Padlet Video Tools: YouTube, TubeChop, educanon, blubbr.tv, edpuzzle, QR Codes: QR Code Generator Game-based Response Tools: Kahoot!, Socrative, Word clouds: Tagxedo, Wordle Interpersonal Communicative Tools: Skype, Google Hangouts, Twitter, Learning Management Systems such as Edmodo, Schoolology, Canvas, Blackboard, etc. E-Portfolios: Google Drive, Pinterest, LiveBinder Self-Assessment Tools: Can-Do Descriptors, Linguafolio</p>
<p>21st Century Themes and Skills</p> <p>ACTFL 21st Century Skills Map</p>	<p><u>New Jersey World Languages 7.1</u> <u>Novice - Advanced Proficiency Levels</u></p> <p>All students will be able to use a world language in addition to English to engage in meaningful</p>

conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

21st Century Skills

Novice Range (Interpretive, Interpersonal and Presentational Modes)

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the **novice range** are able to comprehend and use short memorized phrases and sentences.*

Intermediate Range (Interpretive, Interpersonal and Presentational Modes)

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students communicate effectively in diverse multi-lingual environments. Students in the **intermediate range** are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.*

Advanced Range (Interpretive, Interpersonal and Presentational Modes)

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students communicate effectively in diverse multi-lingual environments. Students in the **advanced range** are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.*

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Novice, Intermediate and Advanced Ranges (Interpretive, Interpersonal and Presentational Modes)

Collaboration:

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Critical Thinking & Problem Solving:

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Creativity & Innovation:

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Informational Literacy:

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Media Literacy:

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology Literacy:

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Flexibility and Adaptability:

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Initiative and Self-Direction:

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Social and Cross-Cultural Skills:

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Productivity and Accountability:

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Leadership and Responsibility:

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Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

Career Ready Practices

K-3

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

4-8

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the **environmental, social** and economic impacts of decisions.

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		<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global</p>
	9-12	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

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		<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>K-3</p>	<p>8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., museums, games).</p> <p>8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
	<p>4-8</p>	<p>8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p>

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	<table border="1"><tr><td data-bbox="701 337 1100 699">9-12</td><td data-bbox="1106 337 1997 699"><p>8.1.12.A.1: Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resource.</p><p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p><p>8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p><p>8.1.12.D.4: Research and understand the positive and negative impact of one’s digital footprint.</p></td></tr></table> <p>NOTE: Each district should review their local technology resources and determine applicable strategies to meet standards</p>	9-12	<p>8.1.12.A.1: Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resource.</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.4: Research and understand the positive and negative impact of one’s digital footprint.</p>
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<p>Pacing Guide</p> <p>(Source: Ohio Department of Education: World Languages)</p>	<p>NOTE: Each district should review their local curriculum map and instructional program, in consideration of grade level seat time, and determine pacing for each subject area</p> <p>Level I Languages: French, Italian, Latin, Portuguese and Spanish</p> <p>Level II Languages: ASL, German, Swahili</p>		

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MODE AND SKILL	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
	135-150 hours	270-300 hours	405-450 hours	540-600 hours	675-750 hours	825-900 hours
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High Adv. Low
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid Int. High	Int. High
INTERPERSONAL Speaking	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High Adv. Low
PRESENTATIONAL Speaking	Nov. Low Nov. Mid	Nov. Mid Nov. High	Nov. High Int. Low	Int. Low Int. Mid	Int. Mid	Int. High
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid Int. High	Int. High

Level III Languages: Greek (modern), Hebrew, Hindi, Polish, Russian, Somali

Level IV Languages: Arabic, Japanese, Korean, Mandarin Chinese

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	MODE AND SKILL	LEVEL I 135-150 hours	LEVEL II 270-300 hours	LEVEL III 405-450 hours	LEVEL IV 540-600 hours	LEVEL V 675-750 hours	LEVEL VI 825-900 hours
	INTERPRETIVE Listening	Novice Mid	Nov. Mid Nov. High	Novice High	Int. Low	Int. Low Int. Mid	Int. Mid
	INTERPRETIVE Reading	Novice Low	Novice Mid	Novice Mid Novice High	Novice High	Int. Low	Int. Low
	INTERPERSONAL Speaking	Novice Mid.	Nov. Mid Nov. High	Novice High	Int. Low	Int. Low Int. Mid	Int. Mid
	PRESENTATIONAL Speaking	Novice Low	Novice Mid.	Novice Mid. Novice High	Novice High	Int. Low	Int. Low
	PRESENTATIONAL Writing	Novice Low	Novice Mid	Novice Mid Novice High	Novice High	Int. Low	Int. Low

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Assessments	<p>The World Languages Standard are benchmarked by proficiency levels. As per ACTFL's Performance Descriptors for Language Learners 2012, students are assessed based on their communicative proficiency within the interpretive, interpersonal and presentational modes. Within each proficiency range, students demonstrate their abilities through a variety of assessments targeting the modes of communication:</p> <p>Interpretive Listening Interpretive Reading Interpersonal (Person-to Person Communication) Presentational Speaking (Spoken Productions) Presentational Writing (Written Production)</p> <p>Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community. Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics. Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.</p> <p>Performance- Based Assessments are used to evaluate end of unit performance for any language level. Assessing performance is based on classroom instruction using practiced/rehearsed tasks within a familiar content/context. A Performance-Based IPA is given as a summative assessment at the end of an Instructional unit to determine learner achievement relative to the concepts that were taught. Tasks are based on material from that unit. Learners can prepare to do these tasks through rehearsal throughout the course of the unit. Tasks are based on a central theme across the three modes of communication. Discrete grammar and</p>

vocabulary points are **not** assessed

Proficiency- Based Assessments are used for evaluate communicative proficiencies in the novice, intermediate and advanced levels through the interpretive, interpersonal and presentational modes. Assessing proficiency is based on a spontaneous task with a broad context/content. A Proficiency-Based IPA is given as a summative assessment at the end of an extended period of time to demonstrate student proficiency in a non-rehearsed context. This can be used as a pre/post-assessment for evaluative purposes, or as a semester/final exam. Tasks are spontaneous and not prepared for ahead of time. Tasks are based on a central theme across the three modes of communication. The theme should not have been recently covered. Students draw on any language they have acquired in order to accomplish the communicative tasks. Discrete grammar and vocabulary points are **not** assessed.

Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p>	<p>Modifications for Classroom Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation)</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p>Modifications for Classroom Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>

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<p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Encourage the use of creativity / Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provides data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p>	<p>device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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<p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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