

HAMPTON BOROUGH PUBLIC SCHOOL

WORLD LANGUAGES CURRICULUM GUIDE

KINDERGARTEN THROUGH EIGHTH GRADE

Adopted: February 16, 2010

***I*=Introduce**

***D*=Develop**

***M*=Master**

HAMPTON BOROUGH PUBLIC SCHOOL
WORLD LANGUAGES (SPANISH) CURRICULUM GUIDE

K-8

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AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Alice Burtnick
c/o Hampton School
32-41 South Street
Hampton, NJ 08827
(908) 537-4101

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services
c/o Hampton School
32-41 South Street
Hampton, NJ 08827
(908) 537-4101

PHILOSOPHY/RATIONALE

There are a number of reasons to study other languages and cultures. First, we live in an economy that demands contact and interaction with the global marketplace. Therefore, there is a greater need to function competently in more than one language in order to participate successfully in the economic, political, and social life of our ever-changing world. Next, two decades of research on the benefits of second language acquisition gives an impressive rationale for world language instruction in terms of the cognitive benefits, academic achievement, and development of positive attitudes toward cultural diversity. In addition, New Jersey's multicultural and multi-ethnic community and its growing economy demand increased contact and face-to-face interaction with members of other cultures both in New Jersey and around the world. In New Jersey alone, there are more than 100 ethnic groups and 150 different languages spoken. According to the 2000 US census, 1 in 5 people age 5 and over, or 47 million, report that they spoke a language other than English at home. This number more than doubled since the 1980 census. Spanish is the second most common language spoken in the United States.

Recent scientific research has provided many insights into when and how children best acquire languages. Patricia Kuhl at the University of Washington reported that, by six months, infants' perceptual systems are already configured to acquire their native language. With each year of growth, children are less able to filter out fine distinctions among the sounds of other languages. After early childhood, the language acquisition mechanism becomes highly structured creating an interference effect that may account for the difficulty in learning languages at a later time. This indicates that a window of development opportunity exists for acquiring other languages. These findings, along with the ease with which children in bilingual families acquire two languages, support the contention that world language instruction should begin as early as preschool age. (Education Commission of the States, 1996).

Likewise, culturally speaking, the age of ten has been designated as a crucial time in the development of attitudes toward nations and groups perceived as "other," according to the research of Piaget, and Lambert (Lambert and Klinebert, 1967). The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language. Through our language program, students will be given the opportunity to broaden their conceptual horizon of world, as they are exposed to aspects of Hispanic cultures.

The goal of this program is to provide the elementary student with an introduction to a second language and its cultures. The study of the Spanish language and cultures enables students to interact and communicate with others while gaining a greater understanding and respect for cultural perspectives, practices, and products of different countries. Studying a foreign language at this level strengthens critical-thinking skills through problem-solving, conceptualizing, and reasoning as it provides basic connections between the various disciplines of study.

FORMAT FOR INSTRUCTION

The world language curriculum will challenge all students to actively engage in meaningful, stimulating, and challenging classroom activities, which incorporate the three modes of communication: Interpretive, Interpersonal, and Presentational. The study of world languages is spiraling and recursive as proficiency builds. Cooperative learning strategies and care in utilizing activities to reach all of the multiple-intelligences allows students with special learning needs to progress in each mode of communication.

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The children are encouraged to use language through activities that are based on authentic, real-life context in connection with other core area subjects including: mathematics, language arts literacy, social studies, science, visual/ performing arts, physical education, and health, career education and consumer, family and life skills, as well as technology literacy. An emphasis on authentic cultural experiences and literature will broaden students' perspective of both language and culture.

Methods of instruction include daily language use, natural method questioning, direct instruction, listening comprehension activities, Total Physical Response (TPR[®]), storytelling, passwords, language ladders, project-based learning, Gouin series, choral repetition, interviews, role-play, cultural presentations, cooperative activities, songs and music, games (*Simon Says, Concentration, Bingo, etc.*), crafts, videos, cloze, reflective thinking, and field trips.

**NATIONAL STANDARDS
FOR FOREIGN LANGUAGE LEARNING**

**AMERICAN COUNCIL ON THE TEACHING
OF FOREIGN LANGUAGES (ACTFL)**

COMMUNICATION : Communicate in languages other than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 : Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES : Gain knowledge and understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS : Connect with other disciplines and acquire information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS : Develop insight into the nature of language and culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in multilingual communities at home and around the world

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

NJ CORE CURRICULUM CONTENT STANDARD

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

MODES OF COMMUNICATION

- A. **Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”
- B. **Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages)
- C. **Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

LANGUAGE PROFICIENCY LEVELS

Unlike other NJCCCS areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. Proficiency levels, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), are summarized below:

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.

Students with regular, sequential instruction in a world language, beginning in preschool or kindergarten and continuing at least through the freshman year of high school, will ultimately be able to reach proficiency at the Novice-High level or above, which is a requirement for high school graduation. The longer sequence of language study in high school, which can be offered because of a student's progress through an elementary program, allows more students the opportunity to achieve even greater fluency in a world language.

KINDERGARTEN				
OBJECTIVES AND SKILLS A. INTERPRETIVE MODE	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1	X		
Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response	7.1.NM.A.2	X		
Recognize a few common gestures and cultural practices associated with the target cultures	7.1.NM.A.3	X		
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4	X		
Demonstrate comprehension of brief oral messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5	X		
OBJECTIVES AND SKILLS B. INTERPERSONAL MODE	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
Exchange basic information at the word and memorized-phrase level related to self and targeted themes	7.1.NM.B.1			
Give and follow simple oral directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2	X		
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3	X		
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4	X		
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	7.1.NM.B.5			
OBJECTIVES AND SKILLS C. PRESENTATIONAL MODE	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1			
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	7.1.NM.C.2	X		
Copy/write words, phrases, or simple guided texts on familiar topics.	7.1.NM.C.3			
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.C.4	X		
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5			

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GRADE 1				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1	X		
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5	X		
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1			
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3	X		
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5	X		

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GRADE 2				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1		X	
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1			
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3		X	
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5		X	

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GRADE 3				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1		X	
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1			
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3		X	
Present information from age-and level-appropriate culturally authentic materials orally or in writing	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5		X	

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GRADE 4				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1		X	
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1	X		
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3		X	
Present information from age-and level-appropriate culturally authentic materials orally or in writing	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5		X	

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GRADE 5				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1		X	
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1		X	
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3		X	
Present information from age-and level-appropriate culturally authentic materials orally or in writing	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5		X	

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GRADE 6				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1		X	
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1		X	
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3		X	
Present information from age-and level-appropriate culturally authentic materials orally or in writing	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5		X	

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GRADE 6				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes	7.1.NM.A.1		X	
Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response	7.1.NM.A.2		X	
Recognize a few common gestures and cultural practices associated with the target culture	7.1.NM.A.3		X	
Identify familiar people, places, and objects based on simple oral descriptions	7.1.NM.A.4		X	
Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics	7.1.NM.A.5		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	7.1.NM.B.1		X	
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	7.1.NM.B.2		X	
Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions	7.1.NM.B.3		X	
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases	7.1.NM.B.4		X	
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas	7.1.NM.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	7.1.NM.C.1		X	
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	7.1.NM.C.2		X	
Copy/write words, phrases, or simple guided texts on familiar topics	7.1.NM.C.3		X	
Present information from age-and level-appropriate culturally authentic materials orally or in writing	7.1.NM.C.4		X	
Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NM.C.5		X	

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GRADE 7				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.	7.1.NH.A.1	X	X	
Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	7.1.NH.A.2		X	
Recognize some common gestures and cultural practices associated with target culture(s).	7.1.NH.A.3		X	
Identify people, places, objects, and activities in daily life based on oral or written descriptions.	7.1.NH.A.4		X	
Demonstrate comprehension of short conversations and brief written messages on familiar topics.	7.1.NH.A.5		X	
Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.	7.1.NH.A.6		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	7.1.NH.B.1		X	
Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.	7.1.NH.B.2		X	
Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	7.1.NH.B.3		X	
Ask and respond to questions, make requests, and express preferences in various social situations.	7.1.NH.B.4		X	
Converse on a variety of familiar topics and/or topics studied in other content areas.	7.1.NH.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.	7.1.NH.C.1	X	X	
Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	7.1.NH.C.2		X	
Describe in writing people and things from the home and school environment.	7.1.NH.C.3		X	
Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NH.C.4		X	
Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	7.1.NH.C.5		X	

I=Introduce***D***=Develop***M***=Master

GRADE 8				
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:				
OBJECTIVES AND SKILLS	NJCCCS	<i>I</i>	<i>D</i>	<i>M</i>
A. INTERPRETIVE MODE				
Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.	7.1.NH.A.1		X	
Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	7.1.NH.A.2		X	
Recognize some common gestures and cultural practices associated with target culture(s).	7.1.NH.A.3		X	
Identify people, places, objects, and activities in daily life based on oral or written descriptions.	7.1.NH.A.4		X	
Demonstrate comprehension of short conversations and brief written messages on familiar topics.	7.1.NH.A.5		X	
Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.	7.1.NH.A.6		X	
OBJECTIVES AND SKILLS				
B. INTERPERSONAL MODE				
Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	7.1.NH.B.1		X	
Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.	7.1.NH.B.2		X	
Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	7.1.NH.B.3		X	
Ask and respond to questions, make requests, and express preferences in various social situations.	7.1.NH.B.4		X	
Converse on a variety of familiar topics and/or topics studied in other content areas.	7.1.NH.B.5		X	
OBJECTIVES AND SKILLS				
C. PRESENTATIONAL MODE				
Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.	7.1.NH.C.1		X	
Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	7.1.NH.C.2		X	
Describe in writing people and things from the home and school environment.	7.1.NH.C.3		X	
Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NH.C.4		X	
Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	7.1.NH.C.5		X	

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