

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
WORLD LANGUAGE/SPANISH CURRICULUM  
NOVICE/HIGH LEARNER RANGE**

**STANDARDS**

**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.

According to ACTFL, students beginning the study of a second language in Kindergarten, in a program that meets a minimum of three times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of grade 4.

<b>A. Interpretive Mode (understanding and interpretation of spoken or written communication)</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
1. Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response.				
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.				
3. Identify people, places, objects and activities in daily life based on oral or written descriptions.				
4. Comprehend short conversations and brief written messages on familiar topics. <ul style="list-style-type: none"> <li>• Messages contained in media (e.g., illustrated texts, posters or advertisements).</li> </ul>				
5. Connect the learning of target language to information studies in other core content areas. <ul style="list-style-type: none"> <li>• Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art).</li> <li>• Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in target culture).</li> <li>• Grade level appropriate science topics (e.g., life cycle of plants and animals).</li> </ul>				
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.				

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**STANDARDS**

**STANDARD 7.1 (COMMUNICATION) - CONTINUED**

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.

According to ACTFL, students beginning the study of a second language in Kindergarten, in a program that meets a minimum of three times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of grade 4.

<b>B. Interpersonal Mode (direct oral or written communication)</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.				
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.				
3. Ask and respond to simple questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.				
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas. <ul style="list-style-type: none"> <li>• Grade level appropriate mathematics concepts (e.g., buying/selling transactions).</li> <li>• Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing).</li> <li>• Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture[s]).</li> <li>• Grade level appropriate science topics (e.g., scientists/inventors from the target culture[s] and their contributions).</li> </ul>				
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.				
<b>C. Presentational Mode (spoken or written communication for an audience)</b>				
1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.				
2. Describe in writing using a guided format people and things from the home/school environment.				
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.				
4. Tell or write about products of the target culture and simulate common cultural practices. <ul style="list-style-type: none"> <li>• Grade level appropriate social studies activities (e.g., culinary contributions, crafts, or artifacts from the target culture[s]).</li> </ul>				

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**STANDARD 7.2 (CULTURE)**

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES

According to ACTFL, students beginning the study of a second language in Kindergarten, in a program that meets a minimum of three times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of grade 4.

<b>A. Interpretive Mode (understanding and interpretation of spoken or written communication)</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
1. Compare daily practices of people in the target culture(s) with their own.				
2. Describe the geographical features, types and effects of climate where the target language is spoken.				
3. Identify aspects of the culture(s) presented in photographs, plays or films.				
4. Identify common tangible and intangible cultural products of the target culture(s).				
<b>B. Interpersonal Mode (direct oral or written communication)</b>				
1. Imitate culturally appropriate etiquette in verbal and nonverbal communications during greeting, leave-takings, and daily classroom interactions.				
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.				
<b>C. Presentational Mode (spoken and written communication for an audience)</b>				
1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.				
2. Describe and reproduce expressive products of the target culture(s).				
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.				