

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
NOVICE/MID 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, should meet the following cumulative progress indicators by the end of grade 2.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)	MP 1	MP 2	MP 3	MP 4
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 familiar people, places, and objects based on oral and/or simple written descriptions.				
4. Comprehend brief oral exchanges on familiar topics. <ul style="list-style-type: none"> • Grade level appropriate health topics (e.g., wellness, feelings and emotions). • Grade level appropriate science topics (e.g., weather and seasons). 				
5. Connect the learning of the target language to information studied in other core content areas. <ul style="list-style-type: none"> • Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label or locate). • Grade level appropriate health topics (e.g., nutrition and food groups). 				
6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information. <ul style="list-style-type: none"> • Recognition of key words • Main idea 				

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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, should meet the following cumulative progress indicators by the end of grade 2.

B. Interpersonal Mode (direct oral or written communication)	MP 1	MP 2	MP 3	MP 4
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 using memorized words or phrases.				
4. Exchange information using words, phrases, and short sentences practices in class on familiar topics or topics studied in other core content areas. <ul style="list-style-type: none"> • Grade level appropriate social studies topics(e.g., symbols of American and target culture: flags, famous places, regions and monuments). • Grade level appropriate mathematics concepts (e.g., numerical operations; addition/subtractions of two digit numbers; counting and performing simple computations with coins). • Grade level appropriate science topics (e.g., plants and animal characteristics). 				
5. Exchange basic information about main characters, main idea, and settings from age-appropriate, culturally authentic selections.				

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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, should meet the following cumulative progress indicators by the end of grade 2.

C. Presentational Mode (spoken or written communication for an audience)	MP 1	MP 2	MP 3	MP 4
1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.				
2. Copy/write words, phrases, or simple guided texts on familiar topics. <ul style="list-style-type: none"> • Grade level appropriate mathematical concepts (e.g., calendar/time; color/shape/size of objects). • Grade level appropriate science concepts (e.g., comparing and contrasting living and non-living things). 				
3. Present orally or in writing information from age-appropriate, culturally authentic selections. <ul style="list-style-type: none"> • Grade level appropriate language arts/literacy activities (e.g., contributing to teacher-shared writing activities; illustrating stories; or drawing and labeling pictures, charts or diagrams). 				
4. Name and label tangible products and imitate practices from the target culture. <ul style="list-style-type: none"> • Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture). • Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations). 				

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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, should meet the following cumulative progress indicators by the end of grade 2.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)	MP 1	MP 2	MP 3	MP 4
1. Compare daily practices of people in the target culture(s).				
2. Describe the geographical features and some common landmarks in countries where the target language is spoken.				
3. Identify aspects of the culture(s) presented in photographs, children's books and plays.				
4. Identify distinctive cultural products of the target culture(s).				
B. Interpersonal Mode (direct oral or written communication)				
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 age-appropriate, culturally authentic selections.				
C. Presentational Mode (spoken and written communication for an audience)				
1. Reproduce a variety of tangible products typical of the target culture(s).				
2. Identify and reproduce expressive products typical of the target culture(s).				
3. Participate in age-appropriate activities related to special events celebrated in the target culture(s).				