

**Randolph Township Schools
Randolph High School
World Language I Curriculum**

“The limits of my language means the limits of my world.”

- *Ludwig Wittgenstein*

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

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Introduction

“The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.” (New Jersey Student Learning Standards – World Languages, 2020)

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

The World Language I Curriculum introduces the student to basics of pronunciation/hand formation, vocabulary/signs, grammar, and culture in American Sign Language, Chinese, French, or Spanish. Each unit introduces new language and vocabulary in a situational context. Grammar concepts will be taught in context through listening, speaking, reading, and writing activities in the target language. The World Language I Curriculum presents students with the opportunity to explore the topics of Getting Started, Student Life, Family Life, Active Lifestyles and Celebrations. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in World Language I are at the Novice-Low to Novice-Mid proficiency levels in American Sign Language, Chinese, French and/or Spanish. American Sign Language, the language of the deaf, unlike Chinese, French or Spanish is not a spoken or written language. Students of ASL show understanding of videos and teacher signing (receptive skills) as opposed to Chinese, French, and Spanish where students show understanding of spoken and written text (interpretive skills). American Sign Language is presented with minimal to no voice.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
8 weeks	I	Getting Started
7 weeks	II	Student Life
7 weeks	III	Family Life
7 weeks	IV	Active Lifestyles
7 weeks	V	Celebrations

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Unit I: Getting Started

<p>STANDARDS / GOALS: The Novice-Low language learner communicates using words and phrases that are memorized and practiced when talking about very familiar topics. The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpretive Mode: 7.1.NL. IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NL. IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p>	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p>
		<ul style="list-style-type: none"> How can I gather and exchange information about myself and others in culturally acceptable ways with limited communication abilities?
	<p>Introductions and small talk are based on context as well as content. Culturally appropriate gestures and expressions aid in communication.</p> <p>How one communicates is based on whom the speaker is addressing and the environment in which the conversation takes place.</p>	<ul style="list-style-type: none"> How do I convey personal information courteously?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
		<p>Greet friends and new acquaintances.</p>
		<p>Introduce themselves and others.</p>
		<p>Get someone's attention in a culturally appropriate way.</p>
	<p>Acceptable ways to address people in a formal and informal manner.</p> <p>Common expressions exist for introducing oneself by name.</p> <p>In the <u>Deaf</u> culture, the appropriate way to get someone's attention is to tap on something, tap someone's shoulder, or look at the person. (ASL)</p> <p>The way in which people greet each other is determined by their culture as well as other factors such as age, social position, gender, etc.</p>	<p>Compare and contrast culturally acceptable greetings in the U.S. as compared to target cultures.</p>

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Unit I: Getting Started

<p>Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NL. IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>Presentational Mode: 7.1.NL. PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p>	<p>People learn communication rules as part of a cultural group. These rules vary from culture to culture.</p> <p>The culture of voice “Off” signifies that student do not use their voices in a signing environment. (ASL)</p> <p>It is seen as inconsiderate to speak in a Deaf environment if one knows how to sign. (ASL)</p> <p>Deaf (capital D) represents people who are members of the Deaf Community and use American Sign Language as their main or preferred means of communication. Deaf (lower case d) refers to people with any degree of hearing loss. Identification with either group is an individual’s personal choice.</p> <p>The alphabet does not always look the same in all languages.</p>	<p>Participate in basic conversations with people they just met.</p> <p>Understand simple introductions and respond appropriately.</p> <p>Recognize polite expressions.</p> <p>Recognize ways people introduce each other.</p> <p>Have Understanding and acclimate to a “voice-off” signing environment. (ASL)</p> <p>Understand basic differences in courtesy in a hearing environment versus a Deaf environment.</p> <p>Understand the difference between Deaf (big D) and deaf (little D).</p> <p>Recognize the letters in the alphabet.</p> <p>Spell their names and known vocabulary words using the target language alphabet.</p>
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<p>7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Technology Education</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>When fingerspelling, it is necessary to keep hands in the “sightline”, the visual space between the signer’s face and the listener’s face. A strategy to help in reading someone’s fingerspelling is to catch the first few and last letters and use context to guess the word being spelled. (ASL)</p> <p>The Chinese language uses pinyin, tones, and basic strokes.</p> <p>Tones in Chinese are an essential part of pronunciation. They are used to distinguish words from each other.</p> <p>Pinyin is the Romanization of Chinese. It aids students to understand the pronunciation of Chinese characters. Pinyin means “spelled sound”.</p> <p>Strokes are line patterns that are combined to write out Chinese characters.</p> <p>Chinese can be pictographic characters and ideograms, including basic Chinese characters such as 日, 月, 人, 山, 木 (sun, moon, person, mountain, tree).</p> <p>Some instructions and commands relate to actions in the classroom (i.e., Open your book, stand up, Sit down...).</p>	<p>Fingerspell their name and some classmates’ names.</p> <p>Introduce themselves to others fingerspelling their names.</p> <p>Manually spell words that are signed to them.</p> <p>Fingerspell words they are given.</p> <p>Recognize pinyin and basic strokes in Chinese.</p> <p>Listen to and duplicate the pronunciation of four tones in Chinese.</p> <p>Spell their names and known vocabulary words using pinyin.</p> <p>Write basic strokes in Chinese.</p> <p>Recognize basic Chinese characters that are pictographic.</p> <p>Follow classroom instructions.</p>
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	<p>Specific classroom expressions are needed to express wants and needs (e.g., may I go to the bathroom).</p> <p>Number patterns vary by culture, (e.g., in ASL when giving phone numbers, the first three numbers are grouped into a 1–2 digit pattern (i.e. 973 is 9-73) and the last four into a 2-2 pattern with pauses in between.</p> <p>Specific vocabulary pertains to days and months.</p> <p>Specific vocabulary/signs, hand positions and expressions relate to time.</p> <p>Adjectives are necessary when describing someone. In ASL, when identifying another person, it is important to remember to give a brief description, state their gender, point out the person and glance at them and then nod affirmation to the listener when they understand.</p> <p>Question vocabulary and formatting of questions varies from language to language.</p>	<p>Express needs using common classroom expressions.</p> <p>Give and receive personal information using numbers, such as phone number and age.</p> <p>Solve basic math problems.</p> <p>Identify and express days of the week, months, year, and dates.</p> <p>Recognize phrases related to telling time.</p> <p>Describe themselves, other people, and objects, orally, in writing, or in sign.</p> <p>Match a description they hear/see in the target language with a picture of that person.</p> <p>Say who someone is and indicate where he/she is from.</p> <p>Pose simple questions about someone's name, age, or appearance.</p>
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	<p>A good strategy to use when listening to/viewing a passage in another language is to listen/look for familiar words and cognates and extrapolate meaning from what is understood. It is not necessary to understand every word/sign to understand the meaning of what is communicated.</p> <p>A good strategy to learn some basic Chinese characters is to compare the images with those characters since Chinese is pictographic.</p> <p>Etiquette can vary greatly from culture to culture. What is considered rude in one culture can be complimentary or commonplace in another.</p> <p>Cognates are words that look similar in two languages and have similar meanings. False cognates are words that look similar in two languages but have different meanings. (French, Spanish)</p>	<p>Answer questions in the affirmative and negative.</p> <p>Identify familiar words, expressions, signs, and answer questions in response to a short spoken/signed or written conversation.</p> <p>Extrapolate meaning from basic Chinese characters by making associations of images of real objects or people.</p> <p>Write basic Chinese characters representing real objects or people.</p> <p>Compare and contrast basic differences in etiquette between the target culture and our own.</p> <p>Recognize cognates to better understand a reading selection. (French, Spanish)</p>
	<p>VOCABULARY: salutations and farewells, alphabet, basic Chinese characters, classroom vocabulary, cardinal and ordinal numbers</p>	

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Unit I: Getting Started

	KEY TERMS: ASL: voice-off, non-manual markers, Deaf/deaf, rocking numbers, special agreement Chinese: pinyin, tones, basic strokes	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Scanning target language in culturally authentic written or signed text to identify name, age, nationality, and personal information within the context. (<i>interpretive</i>) Conducting conversations with teacher and classmates in order to obtain personal information, using appropriate greetings and leave taking from the target culture as well as asking and responding to questions. (<i>interpersonal</i>) Preparing a skit with a partner portraying a meeting between two strangers using learned “getting to know you” dialogue. (<i>presentational</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Total Physical Response (TPR) Teaching Proficiency through Reading and Storytelling (TPRS) “Simon Says” as a check for understanding (Chinese, French, Spanish) Authentic digital readings/videos Authentic digital songs (Chinese, French, Spanish) Listening activities (Chinese, French, Spanish) Matching activities Jigsaw activities Student collaboration in online games Scan target-language websites Role play Picture talk Movie talk 		
SUGGESTED TIME ALLOTMENT	8 Weeks	

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SUPPLEMENTAL UNIT RESOURCES	<p>American Sign Language Suggested Resources: <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook) <i>Deaf Heritage</i>, Jack Gannon.</p> <p>French Suggested Resources: <i>D'accord: Langue et Culture du Monde Francophone</i> textbook</p> <p>Spanish Suggested Resources: <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook</p> <p>Chinese Suggested Resources: <i>Integrated Chinese 1 (4th edition)</i>, Cheng & Tsui, Textbook. <i>Integrated Chinese 1 (4th edition)</i>, Cheng & Tsui, Workbook.</p>
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Unit II: Student Life

STANDARDS / GOALS: The Novice-Low language learner communicates using words and phrases that are memorized and practiced when talking about very familiar topics. The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Interpretive Mode: 7.1.NL. IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL. IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Individuals have control over their school experiences. Personal choices, attitudes and actions strongly influence academic and social successes and failures.	<ul style="list-style-type: none"> How can I make the school year successful for myself?
	A quality education is a vital human right. Children around the globe do not all receive an equal education. Factors including culture and geography impact students' access to education and their school experience.	<ul style="list-style-type: none"> How do adolescents' school experience differ from culture to culture?
	KNOWLEDGE Students will know:	SKILLS Students will be able to:
	Specific school related vocabulary/signs and expressions refer to the time of day.	Recognize vocabulary pertaining to school items and times of day.
	24-hour clocks are used in target language speaking countries, especially in reference to scheduling. (Chinese, French, Spanish)	Talk to someone about people, places, and things at school.
	Specific vocabulary, signs and/or hand positions pertain to numbers, time, and scheduling.	Tell and ask what time it is.
		Tell someone what classes they take and when.

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<p>memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL. IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>Presentation Mode: 7.1.NL. PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Technology Education 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>School systems in other cultures are structured differently than our own. Requirements vary from place to place.</p> <p>Different countries have various school calendars, courses, daily schedules and grading systems. (Chinese, French, Spanish)</p> <p>Specific vocabulary pertains to school subjects.</p> <p>Specific expressions convey feelings and states of being.</p>	<p>Read and understand a master school schedule.</p> <p>Write out/sign their current school schedule manually or digitally.</p> <p>Explain their school schedule to someone else.</p> <p>Compare and contrast a typical American schedule to one from a country of the target language. (Chinese, French, Spanish)</p> <p>Answer questions based on a conversation that they hear, see, or read.</p> <p>Express which classes/subjects they take or do not take.</p> <p>Ask and respond to questions regarding school subjects and scheduling in the target language.</p> <p>Express actions about school-related activities, likes, and dislikes. (e.g., Bob likes math but does not like gym.)</p> <p>Express feelings and conditions of being.</p>
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Unit II: Student Life

	<p>A strategy to help understand the target language is to look for the similarities between that language and English.</p> <p>A strategy to learn characters is to understand that radicals (individual parts of a character) represent meanings of graphical components of characters. Radicals have their own meaning and when combined create a whole new meaning related to the originals, e.g. the “你” is made of radical “亻” (meaning human being) and radical “尔”. (meaning you) the character “你” meaning you (Chinese).</p> <p>Strategies to ask for signs include pointing to the object, drawing the object, list items in a category (i.e. school subjects), use opposites, act out or describe the object. Fingerspelling an English word will not guarantee the correct sign. (ASL)</p> <p>In order to expand their writing/signing skills in a target language, it is necessary to use previously learned and current vocabulary and language structures.</p>	<p>Recognize familiar vocabulary words and cognates in written, oral and signed form.</p> <p>Recognize basic radicals that compose familiar characters about school life in written form. (Chinese)</p> <p>Identify basic information in a document or a video.</p> <p>Write/sign a description of themselves including likes and dislikes in relation to the school community digitally or manually.</p>
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Unit II: Student Life

	<p>VOCABULARY: academic courses, days of the week, months of the year, campus locations, classroom objects, position words, regular verbs (French, Spanish), idiomatic expressions with the verbs to be and to have (French, Spanish), basic radicals (Chinese), negative expressions, interrogative vocabulary and patterns.</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Listening to/reading a description of a typical school day in a target culture, comparing and contrasting it with an American school day. (<i>interpretive</i>) • Discussing a typical school day with a classmate in a recorded conversation. (<i>interpersonal</i>) • Creating, digitally or manually, an infographic describing some aspect of school life (ex: class schedule, favorite/least favorite subjects, school supplies for different subjects, morning classes vs. afternoon classes, etc.) (<i>presentational writing & speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Research grading systems in target-language countries • Venn diagram comparing two country systems. • Mini conversations about schooling • Student interactive activity where students create their own class schedule and role play as school counselors. • Authentic readings • Listening activities • Authentic songs • Student collaboration in online games • Scan target-language websites 		

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Unit II: Student Life

<ul style="list-style-type: none"> • Role play • Reading aloud • Picture talk • Movie talk 	
SUGGESTED TIME ALLOTMENT	6 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>American Sign Language Suggested Resources: <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook) <i>Deaf Heritage</i>, Jack Gannon.</p> <p>French Suggested Resources: <i>D'accord: Langue et Culture du Monde Francophone</i> textbook</p> <p>Spanish Suggested Resources: <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook</p> <p>Chinese Suggested Resources: <i>Integrated Chinese 1 (4th edition)</i>, Cheng & Tsui, Textbook. <i>Integrated Chinese 1 (4th edition)</i>, Cheng & Tsui, Workbook.</p>

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Unit III: Family Life

<p>STANDARDS / GOALS: The Novice-Low language learner communicates using words and phrases that are memorized and practiced when talking about very familiar topics. The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpretive Mode: 7.1.NL. IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Children’s lives are influenced by the people they live with. Families exist in all cultures but in different forms.	<ul style="list-style-type: none"> What makes my family unique?
	Culture and geography define the structure of family living arrangements. These arrangements shape the character and the context of a child’s life.	<ul style="list-style-type: none"> How does the place I live in help to determine the person I become?
	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
	<p>Specific vocabulary/signs pertain to family members, friends, and classmates.</p> <p>When identifying a person who is present, the signer describes two or three things about the person to make it easy for the listener to spot the person. The listener gives another description of the same person while raising their eyebrows to confirm who it is. (ASL)</p>	<p>Recognize family members and relationships among them.</p> <p>Interpret a family tree and answer open-ended questions about it.</p> <p>Create a family tree for their own or a made-up family digitally or manually.</p> <p>Use phrases related to talking about families.</p> <p>Exchange basic information about their own family, friends and classmates.</p>

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Unit III: Family Life

<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NL. IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL. IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode:</p> <p>7.1.NL. PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Technology Education</p> <p>8.1.2.A.2 Create a document using a word processing application.</p>	<p>There are various constructs that reflect possession to show relationships.</p> <p>Ranking is used to show the number of siblings or children in a family and their rank from oldest to youngest. (ASL)</p> <p>Adjectives and possessive adjectives help us to describe people.</p>	<p>Talk about/sign about who they are related to.</p> <p>Demonstrate how people are related in a family tree.</p> <p>Talk about possessions (things and people) that are important to them (my mom, her dad).</p> <p>State how many siblings they have and which ones are older and younger than they are.</p> <p>State whether or not they are an only child.</p> <p>Fingerspell the names of some of their family members. (ASL)</p> <p>Listen to, read, or see a signed description and match it to the corresponding person.</p> <p>Draw a picture based on a description that they hear, see, or read.</p> <p>Describe and speak/sign about someone's physical and personality traits.</p>
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Unit III: Family Life

<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Question formation varies from language to language, e.g., in ASL question words appear at the end of the question.</p> <p>There are differences and similarities in family structures and customs within the target language compared to their own.</p>	<p>Answer open-ended questions about their own family and ask others about family.</p> <p>Discuss some cultural practices of families in the target language.</p> <p>Compare and contrast family structures and customs in other cultures to their own.</p>
	<p>VOCABULARY: family terminology, descriptive adjectives, ranking, possessive adjectives, personal pronouns</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Skimming and scanning culturally authentic spoken/signed presentations in the target language to identify vocabulary pertaining to family. Students will answer true or false questions about family members. (*interpretive*)
- Having a conversation with a classmate to gather information about each other's family, recording their conversations. (*interpersonal*)
- Presenting orally and in writing their own or a fictitious family using technology, including pictures and a map showing where members were born and where they now live. (*presentational writing & speaking*)

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Circling techniques
- "Who am I" (a guessing game) interpersonal activity
- Family Tree

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Unit III: Family Life

<ul style="list-style-type: none"> • Students match up descriptions to pictures. • Authentic readings • Listening activities • Matching activities • Video activities • Jigsaw activities • Student collaboration in online games • Scan target-language websites • Movie talk • Picture talk 	
SUGGESTED TIME ALLOTMENT	6 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>American Sign Language Suggested Resources: <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook) <i>Deaf Heritage</i>, Jack Gannon.</p> <p>French Suggested Resources: <i>D'accord: Langue et Culture du Monde Francophone</i> textbook</p> <p>Spanish Suggested Resources: <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook</p> <p>Chinese Suggested Resources: <i>Integrated Chinese 1 (4th edition)</i>, Cheng & Tsui, Textbook. <i>Integrated Chinese 1 (4th edition)</i>, Cheng & Tsui, Workbook.</p>

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Unit IV: Active Lifestyles

<p>STANDARDS / GOALS: The Novice-Low language learner communicates using words and phrases that are memorized and practiced when talking about very familiar topics. The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Interpretive Mode: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL. IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NL. IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Everyday activities and community events have an impact on the quality of life of that community and the individuals that participate in it.	<ul style="list-style-type: none"> How do societies and individuals define quality of life?
	Depending on where one lives, weather elements affect the way we live our lives including our daily activities and where we spend our time.	<ul style="list-style-type: none"> How do seasons affect daily life?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Specific vocabulary/signs pertain to leisure activities, such as popular pastimes and sports.	<p>Identify some common words/signs pertaining to sports, pastimes and other leisure activities.</p> <p>Talk/sign about leisure activities.</p> <p>State which sports they like and dislike.</p> <p>List favorite free-time activities and those they do not like.</p>

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Unit IV: Active Lifestyles

<p>authentic materials on global issues, including climate change.</p> <p>Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL. IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode: 7.1.NL. PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p>	<p>Physical activities, sports, and pastimes vary depending on our environment, culture, and interests.</p> <p>Specific structures are used to designate future events and sequence of events.</p>	<p>Discuss popular pastimes in countries from the target language. (French, Spanish)</p> <p>Compare and contrast sports in the hearing world with sports in the Deaf world. (ASL)</p> <p>Write/sign a brief description about their activities.</p> <p>Discuss a popular sport in target language countries. (French, Spanish)</p> <p>Listen to a sportscast/watch a signed sportscast and identify familiar words.</p> <p>Identify a series of events in a signed, written, or oral presentation.</p> <p>Talk about what they are doing now or going to do later using near future.</p> <p>Ask someone where they are going to or coming from.</p> <p>Understand someone when they tell them what their plans are.</p>
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<p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Technology Education</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Weather patterns and seasons are not the same around the world. The weather and seasons of our communities help to shape the activities we participate in.</p> <p>Climate change has an impact on how people live their lives.</p>	<p>Recognize some weather-related terms.</p> <p>List different activities for each season.</p> <p>Understand the weather forecast in a recorded report/signed report.</p> <p>Read and interpret an online weather report. (French, Spanish)</p> <p>Identify the seasons in different parts of the world based on weather reports, months of the year or pictures.</p> <p>State the season and the weather based on what someone in a picture is wearing.</p> <p>Discuss how climate change impacts our choices regarding pastime activities.</p>
	<p>VOCABULARY:</p> <p>leisure activities, popular pastimes, sports, weather expressions, seasons, months</p>	

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Unit IV: Active Lifestyles

ASSESSMENT EVIDENCE: Students will show their learning by:

- Listening to, viewing, or reading culturally authentic materials about leisure-time activities and answering comprehension questions. (*interpretive*)
- Exchanging information with a partner about their favorite leisure time activities and with whom they participate in these activities. (*interpersonal*)
- Describing a perfect weekend, including activities and pastimes, possible places visited, and weather. (*presentational writing & speaking*)

KEY LEARNING EVENTS AND INSTRUCTION:

- Total Physical Response (TPR)
- Teaching Proficiency through Reading and Storytelling (TPRS)
- Circling techniques
- “Who am I” (a guessing game) interpersonal activity.
- Family Tree
- Students match up descriptions to pictures.
- Authentic readings
- Listening activities
- Matching activities
- Video activities
- Jigsaw activities
- Student collaboration in online games
- Scan target-language websites
- Movie talk
- Picture talk

SUGGESTED TIME ALLOTMENT

7 Weeks

SUPPLEMENTAL UNIT RESOURCES

American Sign Language Suggested Resources:

Signing Naturally: units 1-6, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook)

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Unit IV: Active Lifestyles

Deaf Heritage, Jack Gannon.

French Suggested Resources:

D'accord: Langue et Culture du Monde Francophone textbook

Spanish Suggested Resources:

Descubre: Lengua y cultura del mundo hispánico textbook

Chinese Suggested Resources:

Integrated Chinese I (4th edition), Cheng & Tsui, Textbook.

Integrated Chinese I (4th edition), Cheng & Tsui, Workbook.

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Unit V: Celebrations

STANDARDS / GOALS: The Novice-Low language learner communicates using words and phrases that are memorized and practiced when talking about very familiar topics. The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Interpretive Mode: 7.1.NL. IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL. IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	Each country recognizes special occasions, religious holidays, and national holidays. These celebrations are often tied to our nationalistic, cultural, and religious beliefs.	<ul style="list-style-type: none"> • How are people's traditions similar or different?
	Geography as well as culture impacts special occasions and how we celebrate them.	<ul style="list-style-type: none"> • How does where I live shape my traditions?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	<p>Specific vocabulary pertains to holidays and common celebrations around the world.</p> <p>What we value as worthy of celebration varies by culture.</p>	<p>Recognize words and expressions related to holidays and celebrations.</p> <p>State which special occasions they like and/or dislike.</p> <p>Ask and answer questions pertaining to celebrations.</p> <p>Talk about holiday or other special celebrations based on pictures or photos.</p> <p>Discuss what they will do on holidays or for specific celebrations.</p>

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Unit V: Celebrations

<p>Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL. IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode: 7.1.NL. PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p>	<p>Invitations for celebrations come in many different forms. The cultural norms associated with who to invite vary by country.</p> <p>Specific vocabulary pertains to food, dining customs, and etiquette.</p> <p>Some strategies to aid in comprehension when scanning a website, is to look at images, look for cognates, use context clues and use previously learned vocabulary to understand the general meaning.</p>	<p>Scan and show comprehension of specifics of culturally authentic invitations.</p> <p>Create a digital invitation for a celebration.</p> <p>Extend invitations and respond to an invitation to a celebration.</p> <p>Recognize a variety of foods and beverages.</p> <p>Categorize different foods and beverages.</p> <p>Identify foods and beverages as healthy or unhealthy.</p> <p>Hold an interpersonal conversation on foods and beverages they like or dislike.</p> <p>Compare and contrast dining etiquette in different cultures.</p> <p>Understand aspects of celebrations in target culture using culturally authentic texts.</p>
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<p>7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Technology Education</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>Specific vocabulary pertains to clothes and colors.</p>	<p>Identify different articles of clothing.</p> <p>Categorize clothing by activity, season, formal vs informal, etc.</p> <p>Name colors as they are presented.</p> <p>Identify colors and simple patterns (e.g., stripes) in different articles of clothing.</p> <p>Create a drawing to match a description they hear, read, or see signed about what someone is wearing.</p> <p>Describe what they or someone else is wearing for a celebration.</p>
<p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>VOCABULARY: holidays, celebrations, basic food terminology, traditions, colors, basic items of clothing</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Listening to/reading and understanding invitations to cultural celebrations. (<i>interpretive</i>) Asking and responding to simple questions related to holidays and other celebrations in the home and target culture. (<i>interpersonal</i>) Creating an invitation to a holiday celebration including date, time, place, celebration specifics, and other important details and presenting it to classmates. (<i>presentational writing and speaking</i>) 		

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Unit V: Celebrations

KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> • Total Physical Response (TPR) • Teaching Proficiency through Reading and Storytelling (TPRS) • Communicative Activities/Student Conversations • Teacher-led questions • Videos on celebrations in target cultures • Research authentic online menus for restaurants from the target culture • Research and skim online articles or websites on holidays and celebrations in the target culture • Authentic readings • Student collaboration in online games • Listening activities • Circling Techniques • Movie talk • Picture talk 	
SUGGESTED TIME ALLOTMENT	7 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>American Sign Language Suggested Resources: <i>Signing Naturally: units 1-6</i>, Smith, Lentz, Mikos. Dawn Sign Press, 2011. (textbook) <i>Deaf Heritage</i>, Jack Gannon.</p> <p>French Suggested Resources: <i>D'accord: Langue et Culture du Monde Francophone</i> textbook</p> <p>Spanish Suggested Resources: <i>Descubre: Lengua y cultura del mundo hispánico</i> textbook</p>

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Unit V: Celebrations

	Chinese Suggested Resources:
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	<i>Integrated Chinese 1 (4th edition)</i> , Cheng & Tsui, Textbook.
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	<i>Integrated Chinese 1 (4th edition)</i> , Cheng & Tsui, Workbook.
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APPENDIX A

ACTFL Proficiency Guidelines 2012 – Novice Level Learners

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

SPEAKING:

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

WRITING:

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

LISTENING:

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

READING:

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

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NCSSFL-ACTFL PROFICIENCY BENCHMARKS

	NOVICE Proficiency Benchmark	INTERMEDIATE Proficiency Benchmark	ADVANCED Proficiency Benchmark
COMMUNICATION			
INTERPRETIVE	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	<i>I can</i> understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.
INTERPERSONAL	<i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	<i>I can</i> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.
PRESENTATIONAL	<i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	<i>I can</i> deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.
INTERCULTURAL COMMUNICATION			
INVESTIGATE	In my own and other cultures, <i>I can</i> identify products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> explain some diversity among products and practices and how it relates to perspectives.
INTERACT	<i>I can</i> interact at a survival level in some familiar everyday contexts.	<i>I can</i> interact at a functional level in some familiar contexts.	<i>I can</i> interact at a competent level in familiar and some unfamiliar contexts.

[NCSSFL-ACTFL Can-Do Statements](#) | [ACTFL](#)

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**APPENDIX B
NCSSFL-ACTFL CAN DO STATEMENTS
Progress Indicators for Language Learners**

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

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NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal Communication:

Novice-Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice-Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice-High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

Presentational Speaking:

Novice-Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice-Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice-High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

Presentational Writing:

Novice-Low: I can copy some familiar words, characters, or phrases.

Novice-Mid: I can write lists and memorized phrases on familiar topics.

Novice-High: I can write short messages and notes on familiar topics related to everyday life.

Interpretive Listening:

Novice-Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice-High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Interpretive Reading:

Novice-Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice-Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice-High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

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Can Do statements for Unit 1: Getting Started

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can greet friends and new acquaintances.			
I can introduce myself and others.			
I can participate in basic conversations with people I just met.			
I can understand simple introductions and respond appropriately.			
I can recognize polite expressions.			
I can express my understanding of the difference between Deaf and deaf. (ASL)			
I can recognize the letters in the alphabet. (French, Spanish & ASL)			
I can spell my name and some other common words. (Alphabet in French & Spanish, Pinyin in Chinese & fingerspelling in ASL)			
I can recognize pinyin and some basic strokes. (Chinese)			
I can listen to and duplicate the pronunciation of four tones. (Chinese)			
I can recognize some basic Chinese characters that are pictographic. (Chinese)			
I can write some basic characters representing real objects or people. (Chinese)			
I can understand and follow classroom instructions.			
I can express my needs using common classroom expressions.			
I can tell someone how old I am.			
I can give someone my phone number.			
I can recognize what time it is.			
I can say who someone is and indicate where he/she is from.			
I can ask simple questions such as what is your name, how are you or how old are you.			
I can answer questions in the affirmative and negative.			
I can orally spell my name for someone else. (French, Spanish & Chinese)			
I can describe myself, other people, and/or objects.			

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I can match a description I hear with a picture of that person/thing.			
I can write or sign a brief description of myself or someone else.			
I can recognize cognates in a reading selection. (French & Spanish)			
I can recognize basic Chinese characters that are pictographic. (Chinese)			
I can identify familiar words and/or expressions in what I hear or read.			
I can answer questions in response to a short recorded/spoken conversation.			
I can explain some basic differences in etiquette between cultures.			

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Can Do statements for Unit 2: Student Life

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize some vocabulary pertaining to school items.			
I can talk to someone about people, places, and things at school.			
I can tell someone what classes I take and when.			
I can tell and ask what time it is.			
I can read and understand a master school schedule. (Chinese, French, Spanish)			
I can write out my current school schedule. (Chinese, French, Spanish)			
I can sign my current school schedule in chronological order. (ASL)			
I can explain my school schedule to someone else.			
I can list a few differences between a typical American school schedule to one from a target culture.			
I can ask and respond to questions regarding school subjects and scheduling.			
I can answer questions based on a conversation that I hear, read, or watch.			
I can say which classes/subjects I like and dislike.			
I can ask someone else which classes they like or dislike.			
I can talk about school-related activities that I am involved in. (ASL, French and Spanish)			
I can recognize familiar vocabulary words and cognates in written and oral form. (French & Spanish)			
I can write/ sign a description of myself including the classes and activities I like and dislike. (ASL, French and Spanish)			

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Can Do statements for Unit 3: Family Life

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize family members and relationships among them.			
I can talk about family members and their relationship to me.			
I can identify a person on a family tree.			
I can read a family tree and answer questions about it.			
I can talk about possessions (things and people) that are important to me.			
I can exchange basic information about my family such as who they are, their names and ages.			
I can fingerspell the names of my family members. (ASL)			
I can create a family tree.			
I can answer questions about my family and ask others about their family			
I can tell someone if I am an only child or how many siblings I have.			
I can state which of my siblings are older and which are younger.			
I can listen to or read a description and match it to the corresponding person.			
I can draw a picture based on a description that I hear or read.			
I can describe someone I see in a photo either orally or in sign.			
I can describe someone's physical and personality traits.			
I can talk about how families are similar or different in my class.			
I can discuss the similarities and differences between family structures and customs in other countries to my own (Chinese, French, Spanish)			
I can create a brief video chat about my family or an imaginary family.			

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Can Do statements for Unit 4: Active Lifestyles

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can identify some common words/signs pertaining to sports, pastimes and other leisure activities.			
I can talk/sign about my leisure/ extracurricular activities.			
I can state which sports/ activities I like and dislike.			
I can read about and discuss popular pastimes of students in other countries.			
I can have a discussion with a partner about a popular sport.			
I can ask my classmates which sports/activities they like or dislike.			
I can listen to a sportscast or watch a signed sportscast and identify familiar words.			
I can write/sign a brief description about my activities.			
I can say where people are going to or coming from.			
I can tell someone what I am going to do.			
I can understand someone when they tell me what their plans are.			
I can recognize some weather-related terms.			
I can understand the weather forecast in a recorded or video report.			
I can read and interpret a weather report. (Chinese, French, Spanish)			
I can identify the seasons in different parts of the world based on weather reports, months of the year or pictures			
I can state the season and the weather based on what someone in a picture is wearing.			
I can list different activities for each season.			

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Can Do statements for Unit 5: Celebrations

Can Do Statement	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can recognize words and expressions related to parties and celebrations.			
I can talk about celebrations in my family or with friends.			
I can ask and answer questions pertaining to celebrations.			
I can talk about which celebrations I like or dislike.			
I can state why I like or dislike a celebration, using short, simple phrases or sentences.			
I can talk about what I will do on holidays or for specific celebrations.			
I can create an invitation for a celebration.			
I can extend an invitation and respond to an invitation accepting or rejecting it.			
I can recognize a variety of foods and beverages and classify them.			
I can talk about food I like and dislike.			
I can compare and contrast mealtimes and types of meals from class with other countries.			
I can recognize vocabulary/signs related to clothes and shopping for a celebration.			
I can identify the occasion by scanning an invitation.			
I can talk and/or write about a celebration I attend/ attended.			
I can talk about what I should wear for different celebrations or to go out for a special occasion.			

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APPENDIX C

The 5 C's

Communication, Culture, Connections, Comparisons, Communities

World Languages Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

