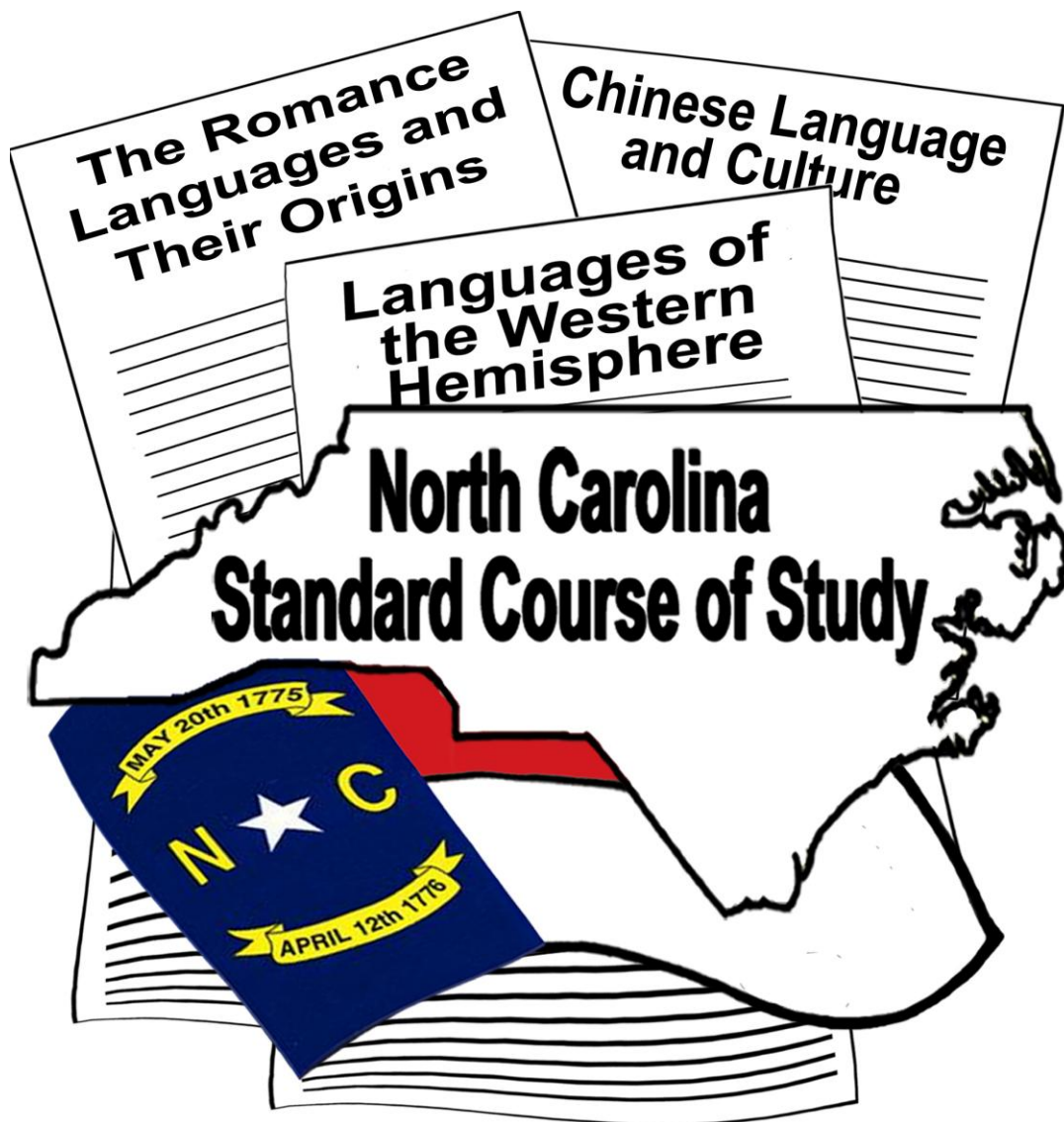


Cumberland County Schools
Curriculum Guide
World Languages



Proficiency Level: Novice Mid

World Languages – Novice Mid

The Curriculum and Instruction department of the Cumberland County School System is pleased to provide the following curriculum guide, which consists of the Novice-level standards contained within the North Carolina World Language Standard Course of Study. The World Language Essential Standards are organized by proficiency level rather than grade level or grade span. Assessment adheres to the ACTFL Proficiency Guidelines, which 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.

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. Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. These writers can reproduce practiced material to convey the simplest messages. 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. At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text.

Connections to Language and Literacy

Use the language to engage in interpersonal communication.

1. Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

2. Use memorized responses to simple questions, statements, commands, or other stimuli.

Understand words and concepts presented in the language.

1. Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

2. Understand the meaning of memorized words and phrases in sentences.

3. Generalize short fiction and nonfiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

4. Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.

5. Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

Connections to Language and Literacy (Continued)

Use the language to present information to an audience.

1. Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

2. Use the language to recite and act out simple poetry and songs from the target culture.

3. Use appropriate pronunciation and voice inflection in spoken presentations.

Compare the students' culture and the target culture.

1. Compare basic cultural practices of people in the target culture and the students' culture.

2. Exemplify instances of cognates and loan words.

3. Compare the language conventions of the students' language and the target language.

Connections to Other Disciplines

Use the language to engage in interpersonal communication.

1. Use memorized words and phrases to exchange information about the classroom and school environment.
2. Use memorized responses to simple academic questions, statements, commands, or other stimuli.

Understand words and concepts presented in the language.

1. Classify memorized words and phrases in the target language by key academic concepts.
2. Understand how the basic terms from other content areas may be different from the students' language.
3. Interpret short, nonfiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

Use the language to present information to an audience.

1. Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
2. Use memorized words and phrases to describe common objects and actions related to other disciplines.
3. Use readily available technology tools and digital literacy skills to present academic information in the target language.

Compare the students' culture and the target culture.

1. Compare tangible products related to the home and the classroom from the students' and the target cultures.
2. Identify information about target culture perspectives and practices.

Communities

1. Use memorized words and phrases to ask and answer simple questions on familiar topics.

Use the language to engage in interpersonal communication.

2. Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

Understand words and concepts presented in the language.

1. Understand the meaning of memorized words and phrases used in the community.

2. Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

3. Recall common expressions and phrases about familiar topics used in target language communities.

Use the language to present information to an audience.

1. Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

2. Use memorized words and phrases to participate in school or community events related to the target culture.

1. Recognize aspects of the target culture and language in the students' culture and language.

2. Identify products made and used by members of the target culture and the students' culture.

Compare the students' culture and the target culture.

3. Differentiate gestures for appropriateness in the target culture.

4. Identify how knowledge of the target language is useful in a global economy.