

**WORLD LANGUAGES
CURRICULUM GUIDE
K - 8
2009**

**OFFICE OF CURRICULUM AND INSTRUCTION
NORTH HALEDON SCHOOL DISTRICT
CURRICULUM CENTER
515 High Mountain Road
North Haledon, NJ 07508**

TABLE OF CONTENTS

| | |
|---|----|
| World Language Curriculum Committee | 3 |
| Philosophy | 4 |
| Objectives Grades K-6 | 5 |
| Objectives Grades 7-8 | 14 |
| Appendices | |
| Appendix A: Suggested K-6 Assessments and Resources | 25 |
| Appendix B: Literature Connections | 37 |
| Appendix C: Web Sites | 38 |
| Appendix D: Core Curriculum Content Standards | |
| World Languages | 47 |
| Technology Literacy | 62 |
| Career Education, Consumer, Family and Life Skills | 67 |

WORLD LANGUAGES CURRICULUM COMMITTEE

Donna L. Cardiello, Superintendent
Dayana Bilbao, Teacher
Karen Gabriele, Teacher
Stephanie Macalle, Teacher
Renee Weinstein, Teacher

Supporting the process of communications is a major goal of the new national standards for world language learning. Others include learning about other cultures, developing insights into the characteristics of both language and culture, and the promoting of world language programs for all students (Stone, Met, & Phillips, 2002). In addition, recent research on the human brain reveals that cognitive flexibility is increased when students study a wide variety of disciplines, including languages.

In the mid-1990's, representatives of all of the national foreign language associations worked together to define a common set of standards for the teaching and learning of world languages (American Council on the Teaching of Foreign Languages, 1998). The National Standards in Foreign Language Education Project published *Standards for Foreign Language Learning* in 1996 and updated the document in 1999. Their work greatly influenced state standards, including the *New Jersey Core Curriculum Content Standards for World Languages*. Those texts and other research findings shaped this guide.

The purpose of this document is to develop an articulated K-8 World Language Curriculum for the North Haledon School District. Through the implementation of this guide, it is expected that the students of the North Haledon will benefit from a sound, well-connected program that is linked to the New Jersey and national World Language standards and based on well-researched strategies in world language instruction. Furthermore, where applicable, objectives are linked to New Jersey standards for Technology Literacy and Career Education and Consumer, Family, and Life Skills. To assist teachers in the instructional process, numerous suggested strategies and resources are included in this document.

REFERENCES

- American Council on the Teaching of Foreign Languages. (1998). *ACTFL performance guidelines for K-12 learners*. Yonkers, NY: Author.
- Checkley, K. (1996). Making the case for foreign language study. *Curriculum Update*. Alexandria, VA: ASCD Publication.
- Stone, J., Met, M., & Phillips, J.K. (2002). *Foreign Languages: A chapter in the curriculum handbook*. Alexandria, VA: ASCD Publications

PHILOSOPHY

In the twenty-first century, New Jersey's population is becoming ever more ethnically and culturally diverse. Therefore, our students must be able to communicate in more than one language. They must be able to interact appropriately with members of other cultures in order to be productive members of this global society.

Language and communication are at the core of the human experience. The United States must equip its students linguistically and culturally to communicate successfully in a pluralistic society. Students who develop competence in more than one language and culture will be able to develop insight into their own language and culture and act with greater awareness of their own relationship to other cultures.

The goals for second language learning, which reflect the New Jersey Core Curriculum Standards for World Languages, Technology Literacy and Career and Life Skills, ensure a vertical articulation of the program, from one grade level to the next. Students will be expected to develop communicative and cultural competence in a language along the continuum of the learning process. This document will serve as a general guideline in the teaching of World Languages in the North Haledon School District.

The American Council of Teachers of Foreign Languages (ACTFL) established guidelines for student performance for K-8 learners that outline levels of performance which can be realistically achieved after a specific sequence of study. ACTFL defines the levels of performance as Novice, Intermediate, and Pre-Advanced. Each level includes various ranges in proficiency. The achievement of these levels of proficiency is determined by factors including contact time in the target language, continuity of the language studied, student motivation and student ability. We recognize that within the North Haledon, there are program variations in the implementation of the World Language curriculum. These program variations have an impact on student language proficiency.

SPANISH OBJECTIVES
GRADES K – 6
NOVICE LOW-LEARNER RANGE (K - 2)
NOVICE MID-LEARNER RANGE (3 – 6)

KINDERGARTEN

Conversations and Structure

Students will:

Language Functions Objective

1. Use names in introductions.
2. Use appropriate greetings.
3. Follow basic commands.
4. Count from 0 – 15.
5. Identify and name colors.
6. Identify and name shapes.

Standards Novice-Low Learner Range

7.1B.3
7.1B.2
7.1A.1
7.1.A.5
7.1.A.3
7.1.A.3

Suggested Instructional Strategies

See Appendix for recommended resources

Suggested Assessment

See Appendix for recommended assessments

Content

What is your name? My name is

Basic forms of hello and goodbye

Commands: stop, look, and listen; stand up, sit down; raise your hand

Basic colors: red, blue, yellow, green, white, black, pink, purple, brown, gray, orange, turquoise

Basic shapes: circle, square, triangle, rectangle, oval.

GRADE 1

Conversations and Structure

In addition to reviewing all Kindergarten conversational topics, the students will:

Language Functions Objective

1. Use appropriate greetings and responses.
2. Use phrases of courtesy.
3. Be able to express personal needs and transitional commands.
4. Express likes and dislikes in the first person singular.
5. Count from 16 – 49
6. Name family members.
7. Name some body parts.
8. Name household animals.

Standards Novice-Low Learner Range

7.1B.2
7.1A.2
7.1.B.3
7.1.B.3
7.1A.5
7.1A.4
7.1A.4
7.1A.4

Suggested Instructional Strategies

See Appendix for recommended resources

Suggested Assessments

See Appendix for recommended assessments

Content

All forms of hello and goodbye

Courtesy: please, thank you, you are welcome, excuse me, and acknowledge a sneeze

Commands: stop, look, and listen; stand up, sit down; raise your hand, let's go to the carpet, go back to your seats, and open/take out/close notebook

Personal needs: May I go to the bathroom/nurse/get a drink of water?

Family members: mom, dad, sister, brother, baby, grandmother, and grandfather

Body parts: head, shoulders, legs, feet, eyes, ears, mouth, nose, hair

Animals: dog, cat, bird, snake, rabbit, hamster.

Verb: "to have" in the first person singular (tengo) (Spanish)

GRADE 2

Conversation and Structure

In addition to reviewing all Kindergarten and Grade 1 conversational topics, the students will:

Language Functions Objective

1. Express personal needs.
2. Use first person singular of the verbs “tener”, and “ser.” (Spanish)
3. Students will use ser with adjectives to describe themselves. (Spanish)
4. Count and manipulate numbers 50 -100.
5. Recite the alphabet.
6. Identify and name classroom objects.
7. Identify and describe familiar animals.

Standards Novice-Low Learner Range

- 7.1B.3
- 7.1B.3
- 7.1B.3
- 7.1A.5
- 7.1C.1
- 7.1A.3
- 7.1A.3

Suggested Instructional Strategies

See Appendix for recommended resources

Suggested Assessments

See Appendix for recommended assessments

Content

Personal needs and age: Tengo hambre, sed, dolor de cabeza/estómago, tos. Tengo años. (Spanish)

Interrogative words: cómo, quién, qué, cuál (Spanish)

Classroom objects: school, classroom, door, window, board, desk, table, chair, paper, folder, computer, crayon, marker, chalk, eraser

Farm animals: horse, cow, goat, sheep, chicken, pig, duck, rooster, hen, and goose

Adjectives: alto/bajo, rubio/moreno, divertido/aburrido . For farm animals: grande/pequeño, y largo/corto (Spanish)

GRADE 3

Conversation and Structure

In addition to reviewing all Kindergarten – 2 conversational topics, the students will:

Language Functions Objective

1. Describe clothes using the verb “llevar”. (Spanish)
2. Identify seasons and weather conditions.
3. Say the days of the week, the date, and months of the year.

Standards Novice-Low Learner Range

7.1A.3
7.1A.4
7.1A.3

Suggested Instructional Strategies

See Appendix for recommended resources

Suggested Assessments

See Appendix for recommended assessments

Content

Clothing: blouse, shirt, t-shirt, pants, shorts, dress, skirt, shoes, sandals, socks, coat, sweater, hat, scarf, gloves

Weather: sunny, cold, cool, hot, warm, cloudy, windy, raining, snowing, bad weather, good weather

GRADE 4

Conversation and Structure

In addition to reviewing all Kindergarten – 3 conversational topics, the students will:

Language Functions Objective

1. Tell time.
2. Use interrogative words and phrases.
3. Identify three main meals.
4. List basic foods for eating meals using verbs “comer” and “tomar” in first person singular. (Spanish)
5. Identify the major rooms and areas in a house.
6. Use possessive adjectives in the 1st, 2nd, and 3rd person.

Standards Novice-Low Learner Range

- 7.1A.5
- 7.1B.3
- 7.1.A.5
- 7.1.A.5

Suggested Instructional Strategies

See Appendix for recommended resources

Suggested Assessments

See Appendix for recommended assessments

Content for Spanish

Time: hour, half-hour, and quarter hour, “de la mañana”, “de la tarde”, “de la noche”, “mediodía y medianoche”

Interrogative words/phrases: qué hora es? ¿A qué hora? qué, cuándo

Rooms: la sala, la cocina, el comedor, el baño, el dormitorio, el garaje y el jardín

Possessive adjectives: mi, mis, tu, tus, su, sus

GRADE 5

Conversation and Structure

In addition to reviewing all Kindergarten – 4 conversational topics, the students will:

Language Functions Objective

1. Describe personal characteristics in detail using “ser”.
2. Students will describe others using “ser, 3rd person singular. Include adjectives to complete description. (Spanish)
3. List and describe subjects studied in school.
4. Identify geographical terminology.

Standards Novice-Mid Learner Range

7.1B.3
7.1.B.3
7.1.A.3
7.2.A.2

Suggested Instructional Strategies

See Appendix for recommended resources

Suggested Assessments

See Appendix for recommended assessments

Content

Adjectives and adjective agreement: nationality, physical and personality traits, size and color.
(jungle animals may be included in teaching the use of ser, 2nd person singular (Spanish))

Geography: continents, oceans, mountains, rivers, lakes, compass directions, countries, some major cities
(i.e., capitals)

GRADE 6

Conversation and Structure

In addition to reviewing all Kindergarten – 5 conversational topics, the students will:

Language Functions Objective

1. Identify professions.
2. Describe places to go using verb “ir” in 1st person singular. (Spanish)
3. List modes of transportation.
4. Demonstrate knowledge of definite and indefinite articles.
5. Identify “ar” verbs in all forms. (Spanish)
6. Use interrogative words, whom, when and where.
7. Compare and contrast the difference between tú y usted. (Spanish)

Standards Novice-Mid Learner Range

- 7.1.A.3
- 7.1.A.3
- 7.1.A.3
- 7.1.B.3

Suggested Instructional Strategies

See Appendix for recommended resources
Venn diagram

Suggested Assessments

See Appendix for recommended assessments

Content (Spanish)

Professions: médico, enfermera, mecánico, carpintero, profesor, artista, cantante, músico, cartero, negociante, policia, and granjero

Place to go: el hospital, la escuela, la casa, el cine, el parque, el restaurante, el correo, la gasolinera, el museo, la biblioteca, la playa y el aeropuerto, el hotel

Transportation: la bicicleta, a pie, en carro, en autobús, en tren, en barco, en avión

Interrogative words: con quién, cuándo, adónde

AR verbs: bailar, cantar, hablar, usar, practicar, cocinar, nadar, tomar, estudiar, escuchar, mirar, caminar, lavar, llamar, ayudar, viajar, pasar, entrar, trabajar, llevar

Spanish K-6 Novice Learner Range

Culture, Holidays, and Songs

Language Functions Objective

1. Sing songs representative of the target culture.
2. Discuss holiday celebrations and foods of the target culture.
3. Recognize lifestyle similarities and differences between the United States and target culture.

Standards Novice Low-Mid Learner Range

7.2.C.3

7.2.B.2

7.2.A.1

Suggested Instructional Resources

See Appendix for recommended resources
Venn Diagram

Suggested Assessment

See Appendix for recommended assessments

Content

Periodicals, flags, photos, postcards, music, artwork, and piñatas

Suggested Holidays (Spanish)

Day of the Dead (Día de los Muertos), Day of the Three Kings (Día de los Reyes), Christmas, The Day of the Three Kings, Easter, Cinco de Mayo, and Columbus Day (Día de la Raza)

SPANISH OBJECTIVES

GRADES 7 – 8/Spanish I

NOVICE MID-LEARNER RANGE (7 - 8)

Grades 7

TOPIC: School

Language Functions Objectives

1. Discuss school days and classes.
2. Respond to questions re: school days and classes.
3. Name classroom objects.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-4; C.1-4

7.2A.1; B.1,2;C.3

8.1.A.2,7

Suggested Instructional Strategies

Prepare guided dialogues.

Cultural readings

Overhead transparencies

Clock

Create and share a schedule

Suggested Assessments

Fill out a blank schedule based on auditory input.

Write a paragraph about school day using different -ar verbs.

Oral presentation

Tests, quizzes

Content

-ar verbs, ser, tener and tener expressions (que, ganas de), school subjects, time, cardinal and ordinal numbers, transportation, classroom objects, adjectives, interrogative words, likes/dislikes, gustar, me/te, singular and plural forms of definite and indefinite articles – el, la, un, una

Cultural Connections

Compare and contrast U.S. schools and schools in Spanish-speaking countries; cognates

Resources

Videos, cultural readings, ¿Qué tal? magazine

Grades 7

TOPIC: Family/Home

Language Functions Objectives

1. Name family members.
2. Explain family relationships.
3. Express possession.
4. Express age.
5. Describe family members and express activities.
6. Name rooms of the house.
7. Express location.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-4; C.1-4
7.2A.1; B.1,2;C.3
8.1.A.2

Suggested Instructional Strategies

Cultural readings
TPR activities
Overhead transparencies
Create family tree.

Suggested Assessments

Oral presentation of a family album/tree.
Draw and label a family tree
Write description of family members.
Tests, quizzes

Content

Family members, descriptive/possessive adjectives and adjectives of nationality, agreement, hay, ser/estar, -ar, -er, -ir verbs

Cultural Connections

Quinceañera, extended family, cognates

Resources

Video: "Sweet 15", 2 games

Grades 7

TOPIC: Food and Restaurants

Language Functions Objectives

1. State meals and approximate meal times.
2. Name food items.
3. Express likes/dislikes.
4. Identify employees and clients in a restaurant.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-4; C.1-4

7.2A.1,4;B.1,2; C.1,3

8.1.A.5

9.2.B.C

Suggested Instructional Strategies

Cultural readings

Categorize food items

for a menu

Guided oral practice

TPR

Suggested Assessments

Role play a scene in a restaurant.

Create a menu.

Tests, quizzes

Content

Meals, foods, suggested verbs: querer, gustar, pedir, servir, hacer

Cultural Connections

Difference in meal times, cognates, metric system, open-air markets, specialty shops, specialty dishes

Resources

Restaurant menus, field trip to a restaurant, Realia

Grades 7

TOPIC: Leisure Time Activities

Language Functions Objectives

1. Express likes and dislikes.
2. Relate leisure time activities in the present and near future.
3. Use adverbs of frequency.
4. Use general time expressions.
5. Describe clothing.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-4; C.1-4
7.2A.1,3; B.1,2; C.3
8.1.A.5,7
9.2.C

Suggested Instructional Strategies

Cultural readings
Realia
Guided oral practice
Fashion Show

Suggested Assessments

Mobile/poster with likes and dislikes
Share leisure time schedule via dialogue of situation.
Invite others to take part in activities.
Tests
Quizzes

Content

Gustar, indirect object pronouns, (me, te, le, etc.), adverbs of frequency (i.e., a veces, siempre), general time expressions (i.e., esta noche, mañana, por la mañana, etc.), ir + a + infinitive, colors, clothing

Cultural Connections

“Hora latina”, social life/differences (cafés), dating customs (“pandillas”), cognates

Resources

¿Qué tal? Magazine, Realia, CD’s, tapes, videos

Grades 8

TOPIC: Health

Language Functions Objectives

1. Identify ailments of minor illnesses.
2. Express conditions.
3. Identify health professionals.
4. Offer health/nutritional practices.

Standards Novice-Mid Learner Range

7.1.A.1-6; B.1-4; C.1-4

7.2.A.1; B.1,2;C.3

9.1A

9.2C

Suggested Instructional Strategies

Cultural readings

Realia

Simon Says

Charades

Read magazine ads

Interpret overhead transparencies

Suggested Assessments

Role-play doctor visits.

Interpret charades

Tests, quizzes

Oral assessment

Content

Health vocabulary, body parts, dolor, ser vs. estar

Cultural Connections

La clínica vs. el hospital

Resources

Internet sites, overhead transparencies related to health

Grades 8

TOPIC: Sports

Language Functions Objectives

1. Identify sports and seasons in which they are played.
2. Name equipment and body parts used to play different sports.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-4; C.1-4

7.2A.1; B.1,2;C.3

8.1.B.6

9.2.C

Suggested Instructional Strategies

Interpret cultural readings

Charades

Describe photos

Venn Diagram

Guided oral practice

Categorize sports (by season, type team vs .individual, etc.)

Suggested Assessments

Narrate a game.

Label equipment.

Tests, quizzes

Descriptions of actions in photos

Content

Stem-changing verbs: for example: jugar, perder, empezar, comenzar, poder; regular verbs related to sports: for example: tirar, pasar, driblar, lanzar, batear; parts of the body, seasons, sports equipment

Cultural Connections

Sports personalities, sports specific to certain countries, cognates

Resources

Taped TV games, (web sites for professional soccer teams (i.e., ESPN Deportes, CNN Español), text, videos, CD's, tapes, realia

Grades 8

TOPIC: Travel

Language Functions Objectives

1. Describe different means of transportation.
2. Use 24 hr. clock and convert times.
3. State different areas of the airport.
4. Relate proper order of airport activities.
5. Describe the weather.
6. Talk about future activities.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-4; C.1-4
7.2A.1; B.1,2;C.1,3
8.1.A.5; B6
9.2.A.B.C.

Suggested Instructional Strategies

Interpret cultural readings
Clock
Realia
Describe scenes on overhead transparencies
TPR
Convert time from 12 to 24 hour clock

Suggested Assessments

Simulate making taxi and plane reservations and buying a ticket.
Create a passport.
Packing a suitcase
Tests, quizzes.

Content

Vocabulary: airport, clothing, transportation; present progressive, future tense, saber vs. conocer, present tense of –go verbs (i.e., hacer, poner, traer, salir)

Cultural Connections

Currency, geography, topography

Resources

Maps, realia – transportation schedules, (passport, luggage tags)

Grades 7/8

TOPIC: Suggested Enrichment Activities

Language Functions Objectives

1. Name Spanish-speaking countries and capitals.
2. Identify Hispanic artists and works of art.
3. Generate a list of professions in which Spanish is essential or beneficial.

Standards Novice-Mid Learner Range

7.1A.1-6; B.1-5; C.1-4

7.2A.1-4; B.1,2; C.1,3

8.1.A.8C

9.1.A

9.2.B

Suggested Instructional Strategies

Draw and label maps, countries and capitals.
Make bulletin board of famous Hispanic people.
Classified ads.
Games: Trivia,
Categories, Tic Tac Toe

Suggested Assessments

Quizzes

Tests

Oral assessment and oral presentations

Content

Countries and capitals, art, professions, literature, music

Grades 7/8

TOPIC: Holidays

Language Functions Objectives

1. Compare and contrast Hispanic and American holidays.

Standards Novice-Mid Learner Range

7.2.A.1,3,4; C.1-3

8.1.B.6

Suggested Instructional Strategies

Watch a video and answer content questions

Videos, web sites, songs, recipes

Venn Diagram

Suggested Assessments

Design a bulletin board

Create greeting cards

Oral presentation of recipe

Content

La Navidad, El Día de los Reyes, Las Posadas, El Día de los Muertos, Cinco de Mayo, El Día de San Fermín, Carnaval, El Día de la Raza

APPENDICES

APPENDIX A SUGGESTED K – 6 ASSESSMENTS AND RESOURCES

APPENDIX B LITERATURE CONNECTIONS

APPENDIX C WEB SITES

**APPENDIX D NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR WORLD LANGUAGES**

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR TECHNOLOGICAL LITERACY**

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR CAREER EDUCATION AND CONSUMER, FAMILY, AND
LIFE SKILLS**

APPENDIX A
SUGGESTED K – 6 ASSESSMENTS AND
RESOURCES

SUGGESTED K – 6 ASSESSMENT

The teacher assesses student on an ongoing basis based on class participation. Class participation incorporates:

- being prepared with proper materials,
- following classroom instructions,
- speaking accurately in oral presentations, and
- answering questions in target language.

Grade 5: Assessments could incorporate the use of computers to learn accents and punctuation in writing compositions.

Grade 6: In addition to the K-5 assessments, evaluation should include: continuous assessments in content-area quizzes, both written and oral; dialogue and short presentations; written homework completion; oral communication skills; and related cultural projects.

SUGGESTED RESOURCES

Generic Choice Board for World Language

Choose activities in a tic-tac-toe design. When you have completed three activities in a row—horizontally, vertically or diagonally, you may choose to do a fourth activity. If you have any other ideas for alternative activities you'd prefer to do, see your teacher! When you have completed the activities, be sure to turn in this sheet with your work.

1

Make flash cards for vocabulary
or
Create “I have, who has” review

2

Make sketch of 5 different new vocabulary expressions

3

Write a paragraph about chapter's theme.

For example:

Typical school day

Summer/winter vacation

Driving lesson

Health

Etc

4

Design a lesson to teach the new verb conjugation.

5

Write a dialogue concerning chapter's theme

6

Interview your classmates about new topic presented in chapter

7

Use this box to show you understand one of the grammar concepts in this chapter.(For example: tell what you have, what you want to do, what you are going to do, etc.)

8

Describe activities which can take place in school, at a party, in a store, at an airport, etc.
(chapter theme)

Write five true/false statements about the culture section and be prepared to explain them.

9

Create a mnemonic for the new conjugation (rap, song, rhyme) or new grammar concept.

ORAL PARTICIPATION GRADE

USE OF TARGET LANGUAGE FOR COMMUNICATION (4)

7 **SCORE**

Asks and answers questions in target language

8 **SCORE**

Asks and answers questions in target language.
Sometimes defines words using synonyms.

FREQUENCY OF USE OF TARGET LANGUAGE (4)

7 **SCORE**

Rarely uses target language individually or in choral repetition.

8 **SCORE**

Frequently uses target language individually and in choral repetition

PRONUNCIATION (1)

7 **SCORE**

Difficult to understand even by sympathetic listener such as a teacher.

8 **SCORE**

Can be understood by teacher and sympathetic native speaker.

INTONATION
(1)

7

SCORE

Seldom raises and lowers voice at appropriate
Times

8

SCORE

Occasionally raises and lowers voice at
appropriate times

Name: _____

Total Score: _____

Story Board

Criteria

Content

(3)

7

At least one sentence using combination of imperfect vs. preterit. Few adjectives and time expressions. No more than 6 errors in use of imperfect vs. preterit.

Score

8

At least two sentences and pictures using combination of imperfect vs. preterit. Some adjectives and time expressions. No more than 5 errors in use of imperfect vs. preterit.

Score

Presentation

(3)

7

Choppy and frequent hesitation.
Barely audible.
Rarely intonates correctly.
Barely memorized.

Score

8

Some flow although there are some hesitations.
Mostly clear and audible.
Usually intonates correctly.
Mostly memorized.

Score

Questions

(2)

7

5 questions written on a transparency.
Based on story but difficult to understand.
Contains many grammatical errors.
Lists new words and meaning on board. Contains no more than 5 errors

Score

8

Score

5 questions written on a transparency.
Based on story but some difficulty in understanding them.
Contain some grammatical errors.
Lists new words and meanings on board.
Contains 3-4 errors.

Visual Story Board

(2)

7

Score

6 pictures.
Poorly organized and not very neat.
Characters have Spanish names.

8

Score

8 pictures.
Fairly neat and organized.
Characters have Spanish names.

Name: _____ **Total Score:** _____

PERFORMANCE ASSESSMENT
Written Assignments

- 1=Weak
- 2=Moderately Weak
- 3=Average
- 4=Moderately Strong
- 5=Strong

| | | | | | |
|--|---|---|---|---|---|
| 1. Meets the requirements of the assignment. | 1 | 2 | 3 | 4 | 5 |
| 2. Is well organized and cohesive. | 1 | 2 | 3 | 4 | 5 |
| 3. Is creative. | 1 | 2 | 3 | 4 | 5 |
| 4. Uses new vocabulary. | 1 | 2 | 3 | 4 | 5 |
| 5. Uses nouns correctly. | 1 | 2 | 3 | 4 | 5 |
| 6. Uses verbs correctly. | 1 | 2 | 3 | 4 | 5 |
| 7. Uses adjectives correctly. | 1 | 2 | 3 | 4 | 5 |
| 8. Uses sentence structure correctly. | 1 | 2 | 3 | 4 | 5 |
| 9. Spells words correctly. | 1 | 2 | 3 | 4 | 5 |
| 10. Represents the presenter's full potential. | 1 | 2 | 3 | 4 | 5 |

Name: _____ **Score:** _____ **Grade:** _____

Comments: _____

PERFORMANCE ASSESSMENT
Presentations/Speaking Tests

- 1=Weak
- 2=Moderately Weak
- 3=Average
- 4=Moderately Strong
- 5=Strong

| | | | | | |
|--|---|---|---|---|---|
| 1. Demonstrates an ability to communicate. | 1 | 2 | 3 | 4 | 5 |
| 2. Appears to be well prepared. | 1 | 2 | 3 | 4 | 5 |
| 3. Is well organized and cohesive. | 1 | 2 | 3 | 4 | 5 |
| 4. Indicates an understanding of the topic. | 1 | 2 | 3 | 4 | 5 |
| 5. Uses new vocabulary | 1 | 2 | 3 | 4 | 5 |
| 6. Uses nouns correctly. | 1 | 2 | 3 | 4 | 5 |
| 7. Uses verbs correctly. | 1 | 2 | 3 | 4 | 5 |
| 8. Uses adjectives correctly. | 1 | 2 | 3 | 4 | 5 |
| 9. Uses sentence structure correctly. | 1 | 2 | 3 | 4 | 5 |
| 10. Represents the presenter's full potential. | 1 | 2 | 3 | 4 | 5 |

Name: _____ **Score:** _____ **Grade:** _____

Comments: _____

Student Name: _____

Date: _____

Class: _____

ORAL PRESENTATION RUBRIC

| | 6 | 4 | 2 | 0 |
|----------------------|--|------------------------------------|-------------------------------|---|
| Voice | Speaks loudly and clearly | Could speak more loudly or clearly | Difficult to hear | Cannot be heard |
| Delivery | Smooth delivery with little hesitation | Occasional hesitations | Frequent hesitations | Hesitations so numerous as to interfere with understanding |
| Content | Includes all assigned points | Includes most assigned points | Includes few assigned points | Does not include assigned points |
| Pronunciation | No or few pronunciation errors | Occasional pronunciation errors | Frequent pronunciation errors | Pronunciation errors so numerous as to make message unclear |

Score: _____

Activity: _____ Class Period: _____
 Name: _____ Date: _____

ORAL PRESENTATION RUBRIC

| CRITERIA | 4 | 3 | 2 | 1 |
|----------------------------------|---|---|---|---|
| Content | Extensive use of targeted vocabulary and grammar points | Some use of targeted vocabulary and grammar points | Minimal use of targeted vocabulary and grammar points | Failure to use targeted vocabulary and grammar points |
| Usage | Few if any errors in vocabulary and grammar | Some errors in vocabulary and grammar | Pattern of errors in vocabulary and grammar | Numerous errors in vocabulary and grammar |
| Pronunciation, Intonation | Few if any errors in pronunciation and intonation | Occasional errors in pronunciation and intonation | Consistent errors in pronunciation and intonation | Errors in pronunciation and intonation so severe as to interfere with understanding |
| Presentation skills | Fluid speech with maintenance of eye contact | Few breaks in fluidity and general maintenance of eye contact | Breaks in fluidity and little eye contact | Unprepared for presentation with minimal eye contact |
| Enhancements | Effort and creativity shown in use of props/visuals | Good use of props/visuals | Little use of props/visuals | No use of props/visuals |

APPENDIX B

LITERATURE CONNECTIONS

BOOKS

| Title | Author |
|---|-----------------|
| Abuela, (K-4) | A. Dorros |
| and Folktales from Latin America, (K-8) | Lulu Delacre |
| Before We Were Free (Gr. 8) | Julia Alvarez |
| El Libro de Contar, (K-1) | Carlex Catalog |
| Esperanza Rising (Gr. 5-6) | |
| Family Pictures, (3,4) | Carmen L. Garza |
| Getting to Know the World's Artists Series | |
| Golden Tales, Myths, Legends, | |
| Isla, (K-4) | A. Dorros |
| My Land Sings, Stories from | |
| Picasso, Kahlo, Dali, El Greco, (K-8) | M. Venezia |
| Say Hola to Spanish, (K-1) | Susan Elya |
| Say Hola to Spanish, Otra Vez (Again!), (K-2) | Susan Elya |
| The Day of the Dead, (K-6) | Carlex Catalog |
| the Rio Grande (Gr. 5-8) | Rudolf Anaya |
| The Spirit of Tío Fernando, (2-6) | Carlex Catalog |
| Un Paso al día Culture, (7,8) | Carlex Catalog |
| (180 Brainteasers about Hispanic) | |

VIDEOS FOR SPANISH CLASSES

| | |
|----------------------------------|----------------|
| ¿Qué Dirías Tú? | |
| Daniel and the Towers | Carlex Catalog |
| Evita: The Woman Behind the Myth | Carlex Catalog |
| Families of Mexico | Carlex Catalog |
| Families of Puerto Rico | Carlex Catalog |
| Maricela Carlex Catalog | |
| Sesame Street Fiesta Video! | Carlex Catalog |
| Sweet 15 | Carlex Catalog |

MUSIC FOR SPANISH CLASSES

| | |
|----------------------------------|----------------|
| Let's Sing and Learn in Spanish | Carlex Catalog |
| Sesame Street Fiesta CD | Carlex Catalog |
| Sing, Dance, Laugh and Eat Tacos | Carlex Catalog |

APPENDIX C

WEB SITES

WEB SITES

Gr. K - 8 - Holidays & Customs of Mexico

<http://www.elbalero.gob.mx/kids/about/html/holidays/home.html>

Webquests for all grade levels in Spanish

<http://district.kmsd.edu/~spanish/3-21webquests.html>

Dictionaries for all Topics

<http://district.kmsd.edu/~spanish/3-21Primers.html>

Quizzes on Vocab. : Eng. - Spanish or Spanish to English

<http://iteslj.org/v/s/>

Interactive Spanish for Elementary Students

http://www.hello-world.com/Espanol/EN_Espanol.php

Database of WL Lessons (predominately Spanish, some French)

<http://www.cortland.edu/flteach/lessons/>

Higher level Info En Español

<http://www.geocities.com/szamora.geo/index.htm>

FLES / Elem. Spanish

<http://pbskids.org/sesame/word/index.html>

FLES / Elem. Spanish

<http://pbskids.org/mayaandmiguel/flash.html>

Online Postales to send

<http://www.elbalero.gob.mx/postales/index.php>

Valentine's Day Sites

<http://www.quia.com/jg/244909.html>

Hispanic Heritage Month Activities

<http://www.somosprimos.com/heritage.htm#Dia>

Aztecs gr. 3 - 5

http://www.edsitement.neh.gov/view_lesson_plan.asp?id=436

Halloween en Español

<http://www.hello-world.com/Espanol/prog/XO-brujas.php>

Annenberg/CPB Lerner.org

<http://www.learner.org/index.html>

Rubric web site

<http://www.caslt.org/research/rubrics.htm>

<http://gomexico.about.com>

<http://www.cinapolis.com.mx>

New Jersey World Language Home Page

<http://www.nj.gov/njded/aps/cccs/wl>

http://www.galegroup.com/free_resources/chh/ (Free Hispanic Heritage Month)

http://www.galegroup.com/free_resources/chh/activities/quinceanera.htm

<http://www.cal.org/earlylang/songs.htm> (List of songs for FLES)

<http://cvc.cervantes.es/actcult/raton/> (Story of Raton Perez)

<http://omega.ilce.edu.mx:3000/sites/litinf/costal/html/costal.htm> (Stories & Poetry en espanol)

<http://www.partydirectory.com/dance/>(Dance steps)

<http://www.colby.edu/~bknelson/exercises/ofrendas/teachers.php> (Day of the Dead)

<http://www.mexicolore.co.uk/aztecs.htm> (Aztecs)

http://www.learning-connections.co.uk/curric/cur_pri/aztecs/ho_ind.html

(Aztecs- Primary grades projects ***)

<http://pbskids.org/mayaandmiguel/flash.html>

(Beginning Spanish & up -interactive- PBS New Show!)

<http://pbskids.org/mayaandmiguel/espanol/postcards/index.html>

(SPANISH Postcards to send)

<http://pbskids.org/sesame/word/index.html>

(FLES - Sesame Street en espanol)

http://especiales.prisacom.com/2004/atenas2004/flash/00_graficos.html

(Athens Olympics - en espanol)

www.quia.com/dir/spanish (General vocab., grammar)

<http://home.comcast.net/~bilingualslp/>

(Info on Bilingual Ed.)

Spanish Lesson Plans – TaskStream

<http://www.taskstream.com/ts/konner/ElementarySpanishPlans200304.html>

Worldlang E-Group

<http://yahoogroups.com/group/worldlang>

Elementary Spanish Site - Livingston, NJ

<http://www.livingston.org/worldlang/index.htm>

Riker Hill Elementay School

<http://www.rikerhill-es.org/>

Resources for Spanish Teachers

http://www.geocities.com/sra_rk/worldlang_resources0.htm

Teacher Resources

Anacleto's Spanish Links

<http://anacleto.homestead.com/index.html>

Actividades de la Embajada de España

<http://www.sgci.mec.es/usa/enlaces/#actividades>

E L Easton Language Resources

<http://eleaston.com/>

Early Start Spanish

<http://www.earlystart.co.uk/esspanish1/contents1.htm>

El Huevo de Chocolate

<http://www.elhuevodechocolate.com/index.htm>

FLES Teaching Ideas

<http://www.teachingideas.co.uk/foreignlanguages/contents.htm>

Knox County, TN Elementary Spanish Site

<http://www.kcs.k12tn.net/curriculum/foreignlanguage/default.htm>

Hola Hola Program

http://www.pps.k12.or.us/depts-c/moshihola/mh_mach_3/moshihola_archives/hola/index.htm

Idaho FLES

<http://ivc.uidaho.edu/fles/>

Mas Arriba Spanish Exercises

<http://www.trentu.ca/spanish/masarriba/>

Invision - Spanish Technology Grant

<http://invision.esu3.org/>

<http://miserviciodebiblioteca.org/services/spanishlanguage.cfm>

Thematic Units on Oaxaca (en espanol):

<http://www.oaxacaunits.com/>

Puerto Rican Christmas

http://www.elboricua.com/pr_christmas.html

Monarch Butterfly -FLES

<http://www.profauna.org.mx/monarca/>

<http://www.mbsf.org/>

Aztecs - Elem. Spanish

<http://www.mexicolore.co.uk/aztecs.htm>

http://www.learning-connections.co.uk/curric/cur_pri/aztecs/ho_ind.html

Hispanic Heritage Month
<http://www.cfbisd.edu/schools/smi/raza/>
http://www.education-world.com/a_lesson/lesson023.shtml

Authentic Readings for Spanish Level 1 to Level 4
<http://www.soyunica.gov/new/defaults.aspx>

Elementary Vocab. gr. 2 - 4
<http://cvc.cervantes.es/aula/mimundo/>
http://64.233.161.104/search?q=cache:bcn.boulder.co.us/education/spanish/esp_Home_Practice_Spn_Lit.htm

Tales from Argentina (en Español)
<http://www.hadaluna.com/indices/argentindex.htm>

Internet Picture Dictionary
<http://www.pdictionary.com/spanish/>

Spanish PowerPoint Presentations
<http://jaspereast.k12.ar.us/pwiderg/ppt/SpPowpnt.htm>

NECTFL Online Teacher Resources
<http://www.dickinson.edu/nectfl/resources.html>

FLES WEB
<http://www.public.iastate.edu/~egarcia/fles.html>

Glastonbury Language Resources
<http://foreignlanguage.org/language/spanish.html>

Elementary Spanish Distance Program
<http://star.ucc.nau.edu/ES/prognprod.html>

EspanOle
<http://www.espanole.org/>

Fairfax County K-8 Foreign Language Links
<http://www.fcps.k12.va.us/DIS/OHSICS/forlang/>

FLTEACH Listserv
<http://www.cortland.edu/flteach/>

Glastonbury Spanish Curriculum
<http://foreignlanguage.org/curriculum/document/spanish/>

Hispanic Heritage Month
<http://www.infoplease.com/spot/hhm1.html>

Creative Connections Global Projects
<http://www.cproject.org/description.html>

Glencoe Teacher Resources
http://www.glencoe.com/sec/worldlanguages/spanish/teacher_resources/index.html

Units & Lessons

Mexico Theme Unit
<http://www.edhelper.com/geography/Mexico.htm>

México
http://www.livingston.org/worldlang/mexico_2003.htm

Hola Hola Teacher Lesson Plans
http://www.pps.k12.or.us/depts-c/moshihola/mh_mach_3/hh_html_pages/hh_teacherresources.html

PowerPoint WebQuests
http://invision.esu3.org/Tech_Span/resources/2002%20Proficiency/2002ProfHome.html

Publishers

Spanish Teacher Materials
<http://anacleta.homestead.com/spanishonly.html>

Mariuccia Iaconi Book Imports
<http://www.mibibook.com/>

Student Resources

Aprendemos
<http://www.une.edu.ve/kids/aprendo.htm>

Canciones para Jugar.
http://es.geocities.com/ishar20/canciones_para_jugar.htm

Cinco Calabazas - Poema
http://ces.westport.k12.ct.us/foreignfun/cinco_calabazas_poem.htm

El Burro Enfermo
<http://www.sgci.mec.es/usa/enlaces/#actividades>
Hispanic Americans
<http://www.infoplease.com/spot/quiz/hispamericans1/1.html>

Famous Hispanic Americans
http://bcn.boulder.co.us/education/spanish/esp_Famous_Hispanics.htm

Independencia de Mexico - El Grito
<http://www.elbalero.gob.mx/kids/history/html/independ/grito.html>

Hola Español
<http://www.hello-world.com/Espanol/Espanol.php>

Mi Ciudad - My City
http://www.harcourtschool.com/activity/town/index_es.html

Actividades

<http://www.primeraescuela.com/themesp/artes.htm>

Spanish Explorers

<http://www.amersol.edu.pe/es/grade5/Road2Democracy/Explorers/index.asp>

Flags of the World

<http://flagspot.net/flags/>

Hispanic Riddles

http://bcn.boulder.co.us/education/spanish/esp_Riddles.htm

Tongue Twisters

http://bcn.boulder.co.us/education/spanish/esp_Tongue_Twisters.htm

Spanish Songs -- Lyrics and Music

http://bcn.boulder.co.us/education/spanish/esp_Songs.html

Cooking at Home

http://bcn.boulder.co.us/education/spanish/esp_Songs.html

Journey North Monarch Butterfly Project

<http://www.learner.org/jnorth/fall2003/symbolic/index.html>

Justo Lamas

<http://www.justo-lamas.net/>

México Para Niños

http://www.elbalero.gob.mx/index_esp.html

La Guarderia

<http://www.bme.es/peques/>

Famous Hispanic Americans - Matching Game

http://www.education-world.com/a_lesson/TM/WS_hispanic.shtml

Sentimientos - Feelings

http://www.amersol.edu.pe/_gtori/GRADOS/CUARTO/LOS%20SENTIMIENTOS_CUARTO.htm

General References

FDU Links

School Notes

<http://www.schoolnotes.com/>

Accents

<http://foreignlanguage.org/language/spanish.html>

FLTEACH List

<http://www.cortland.edu/flteach/>

Georgia Learning Connections
<http://www.glc.k12.ga.us/>

NJ Core Curriculum Standards
<http://www.state.nj.us/njded/cccs/>

RubiStar Rubric Creator
<http://rubistar.4teachers.org/index.php>

Clip Art - Microsoft Gallery
<http://office.microsoft.com/clipart/default.aspx>

Carlex Catalogue
carlexonline@earthlink.net

APPENDIX D

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR WORLD
LANGUAGES**

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR
TECHNOLOGICAL LITERACY**

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR CAREER
EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS**

**New Jersey Core Curriculum Content Standards
for
World Languages
INTRODUCTION**

The Vision for World Languages Education

New Jersey hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research an economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has therefore become increasingly important in order to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 150 different languages are spoken. In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer one that includes the study of world languages can the goal of leaving no child behind be achieved.

The New Jersey Core Curriculum Content Standards for World Languages envision all of New Jersey's students prepared for the demands of an interdependent world by:

- Teaching world languages for communication;
- Heightening students' linguistic and cultural awareness of their local, state, and world community;
- Encouraging interdisciplinary and workplace readiness connections that may involve business and community members as mentors and models; and
- Preparing students for using a world language(s) in whatever career choices they make.

The spirit and intent for second language education in New Jersey revolves around what takes place in the learning environment. If the goal of communicative-based language instruction is to prepare students for authentic language use in the real world, then the organization of curriculum and instruction should reflect those purposes. As more New Jersey teachers incorporate the goals of the standards and the knowledge of how children best learn languages into their teaching, educators and parents should be able to see:

Students enthusiastically engaged in meaningful, motivating, and cognitively challenging activities.

Children are excited about their ability to understand and be understood in a second language and are encouraged to use language in activities embedded in authentic, real-life contexts and connected to content learned in other core areas.

Students actively using language rather than memorizing vocabulary lists and analyzing grammatical concepts. Students are interacting with one another and their teacher, and communicating about things that interest them. Rote exercises have been replaced by tasks that require learners to find ways to communicate meaning beyond classroom walls.

Students being assessed by a variety of assessment strategies. Because effective language learning is meaningful, enjoyable, and interactive, assessment reflects a similar focus. Classroom instructional activities mirror assessment tasks and track student progress through portfolios, journals, performances or multimedia presentations that focus on authentic performance tasks, not just traditional pencil-and-paper tests. This allows students to revisit their work and critique their own progress, and most importantly, to become more involved in their own learning.

The Necessity of the Vision

Despite progress in the last decade toward communicative-based instruction in world languages, grammar continues to be the key organizing principle in most language classrooms in the state. This emphasis on the learning of the language system to the exclusion of meaningful, interactive activities in the classroom has led to frustration and dissatisfaction of students.

As a result, many students perceive that they do not have the ability to learn to speak a second language and feel that world languages will never be useful in their lives. Many adults acknowledge that although they took two or more years of a world language and obtained high grades on grammar examinations, they are unable to speak the language at all. In this country, world language study to date has resulted in few people who can engage in meaningful interactions in a variety of settings in the language studied.

The focal point of standards-driven language instruction is communication, and grammar plays a supporting role to communication needs. However, a language curriculum that focuses on grammatical mastery as the primary basis for instructional activities will not serve the needs of students. It merely proliferates the false assumption that only college-bound students can be successful language learners. Most significantly, it promotes disparities of equity and access to language learning for the great majority of our students. All New Jersey students should be given the opportunity to achieve a high level of proficiency in a world language and be able to converse in a language(s) other than English by the time they complete high school.

Time to Meet the Vision

While numerous factors contribute to the acquisition of a second language, two key factors are time and intensity or length and quality of instruction. Because providing a thorough and efficient education remains a priority in New Jersey schools, all students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student proficiency from the outset and denies district students access to excellence and equity in achieving the standards. Success for all students in world languages depends not only on specifying the appropriate content, but also on establishing learning environments that facilitate student learning of a world language (i.e., classes meet consistently for multiple times per week throughout the school year). The number of years spent studying a language will impact the degree of proficiency that we can expect learners to attain. In 1998, the American Council on the Teaching of Foreign Languages (ACTFL) released performance guidelines for K-12 learners. This project outlined what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate and advanced (terminology originally developed for the ACTFL Proficiency Guidelines, 1982) with ranges specified within each level. The standards and indicators developed here are based upon and reflect an understanding of the stages of novice, intermediate, and pre-advanced language proficiency.

While the department does not prescribe the number of minutes of instruction per week to achieve these standards, it recognizes that students will not have sufficient opportunities to learn without scheduled instruction.

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
LEARNER RANGE DESCRIPTIONS**

| Level | Student Performance Outcomes | Content |
|---|---|--|
| At this level it is expected that students can: | | Content at this level often includes some combination of the following topics: |
| Novice-Mid | <ul style="list-style-type: none"> • Use short sentences, learned words and phrases, and simple questions and commands when speaking and writing • Understand some ideas and familiar details presented in clear, uncomplicated speech when listening • Understand short text enhanced by visual clues when reading • Communicate effectively with some hesitation and errors which do not hinder comprehension • Imitate culturally acceptable behavior used in the content examples | <p>The self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, clothes, and pets and animals.</p> <p>Beyond self: geography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, colors, numbers, days, dates, months, time, food and customs, transportation.</p> |
| Novice-High | <ul style="list-style-type: none"> • Use and understand learned expressions, sentences, and strings of sentences, questions and polite commands when speaking and listening • Create simple paragraphs when writing • Understand important ideas and some details in highly contextualized authentic texts when reading • Demonstrate increasing fluency and control of vocabulary • Show no significant pattern of error when performing functions at the novice low (K-2) level • Communicate effectively with some pattern of error, which may interfere slightly with comprehension of functions performed at this level • Understand oral and written discourse, with few errors in comprehension when reading • Imitate culturally appropriate behavior when working with the functions at this level | <p>The self: family, friends, home, rooms, health, schools, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, sizes and quantity, and pets and animals.</p> <p>Beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, numbers, time, food and customs, transportation, travel, and professions and work.</p> |

Intermediate
Low

- Use strings of sentences when speaking
- Understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when learners
- Create simple paragraphs when writing
- Acquire knowledge and new information from comprehensive, authentic texts when reading
- Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning
- Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation
- Generally use culturally appropriate behavior in social situations
- Are able to understand and retain most key ideas and some supporting detail when reading and listening.

History, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields

Career choices, the environment and social issues

Adapted from Articulation & Achievement Project, 1996.

The following chart provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the ACTFL

Performance Guidelines for K-12 Learners.

Descriptors of student language use found in the ACTFL Performance Guidelines for K-12 Learners are based on information gathered from foreign language professionals representing a variety of programs and articulation sequences. They are appropriate for languages most commonly taught in the U.S. and assume a sustained sequence of standards-based and performance-based language instruction.

To attain the level indicated above for grades K-8 requires students to be enrolled in elementary programs that meet from 3-5 days per week for no World Languages less than 30 minutes per class, and in middle school programs that meet daily for no less than 40 minutes per class (ACTFL, 1998).

There are many variables for student learning. A student who begins second language study in the early elementary grades and continues an uninterrupted sequence of study will advance further than a student who begins in high school. However, the expectations for performance at any stage may be attained over different periods of time depending on such factors as:

- Age of the learner;
- Varying learning speeds and learning styles of learners;
- Methodology employed;
- Abilities and interests of the instructor;
- Scheduling patterns of the language program;
- Scope and sequence of the language program; and
- Authenticity of the cultural environment and materials.

The cumulative progress indicators found in this document reflect an uninterrupted sequence of language study. Teachers will consequently need to modify the content and related language activities in the world language program to effectively address the cumulative progress indicators dependent upon the students age and when he/she begins the study of a particular language. For example, the novice stage applies to all students beginning to learn a second language. This may occur at any age. The novice stage may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program depending upon the factors listed above. This has important implications for curriculum design and development. Language learning activities should consistently be cognitively engaging, intrinsically interesting, and age-appropriate for the learner.

Multiple Entry Points

It is important to emphasize that the goal of having students experience the study of a world language at an early age is not intended to limit the choice of language or the opportunity to begin study at predetermined points.

In the early grades, districts are often only able to offer a limited number of languages due to staffing constraints and/or the size of the schools, but in the middle and high school years provisions for other languages can be made. It would not serve learners if the effort to have extended sequences resulted in districts offering only one language K-12.

Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation.

Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general

often contributes to more rapid acquisition of a second language. World Languages

Another reason for multiple entry points is that New Jersey has a highly mobile population and students will enter schools coming from other districts or states where they have had no previous study of a world language or studied a language not offered in their current district. Schools will need to have options for these students to begin the study of a language later in the sequence. Chapter five of The New Jersey World Languages Curriculum Framework provides additional information on this concept of multiple entry points and also on the concept of language layering (the study of a second world language while continuing to study the first world language).

Meeting the Needs of All Students

The term .all students. includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

It is time to dispel the myth that students who tend to encounter difficulties with learning in general will not be successful language learners. Research on how children learn languages justifies the inclusion of all students in the world language classroom. Findings indicate that all students can benefit from learning another language and culture when instruction is based on second language acquisition theories and appropriate methodology and materials are used.

As with all learners, teachers of students with special needs should accommodate for differences in learning styles, rates of learning, and areas of relative strength or weakness. Consequently, teachers should assess individual progress, emphasizing the students ability to understand and convey a message, rather than focusing on the disability. If a students disability entitles him/her to receive special education services, the study of world languages should be included in the students Individualized Educational Plan (IEP), wherein appropriate modifications are delineated.

High expectations for all students form a critical part of the learning environment. The belief of teachers, administrators, and parents that a student can and will succeed in learning a world language often makes it possible for that student to succeed. Non-college bound students and special needs students will have as many opportunities to use their knowledge of a world language in their community, and within the workplace, regardless of their chosen career paths.

Revised Standards

In May 1996, the New Jersey State Board of Education adopted two world languages standards. This represented a key moment in the .evolution. of the study of world languages in New Jersey. World languages was then recognized as an essential component of the core curriculum for all students.

The goals of the new world languages standards are essentially the same as the 1996 version. However, the standards are different in that:

- The standards and cumulative progress indicators reflect more clarity and specificity.
- The standards are organized according to the modes of communication (interpretive, interpersonal, and presentational) that place emphasis on the context and purpose of communication.
- The standards and cumulative progress indicators emphasize connections with other core content areas to facilitate contextualized and purposeful language learning and to prepare students for the workplace.
- The cumulative progress indicators reflect student expectations at the Novice, Intermediate, and Pre-Advanced learner ranges as outlined by the American Council on the Teaching of Foreign Languages Performance Guidelines for K-12 Learners.
- The standards include expectations at grade 2 as well as at grades 4, 8, and 12.
- The standards are intended to serve as clear guides for the development of local and state assessments.

The New Jersey standards reflect the philosophy and goals found in the national standards, Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999), and were developed by consulting the best work that has been done throughout the United States and internationally. These standards were developed to reflect the latest research on second language acquisition and best practice for instructional methodologies and assessment. The standards are generic in nature, are designed for a core subject, and are meant to be inclusive for all languages taught in New Jersey schools.

Standards and Strands

There are two standards, each of which has three lettered strands followed by cumulative progress indicators for each strand at benchmark levels 2, 4, 8, and 12. These standards and their associated strands are:

7.1 Communication 7.2 Culture

- A. Interpretive Mode A. Interpretive Mode
- B. Interpersonal Mode B. Interpersonal Mode
- C. Presentational Mode C. Presentational Mode

Bulleted items below cumulative progress indicators delineate content material or concepts addressed in a particular indicator. Examples that follow content bullets are suggested topics that may be incorporated into thematic teaching. The focal point for a thematic center may be a topic from the grade level curriculum or it may be drawn from the literature or culture of the language taught.

The standards set forth here presume that the sequential study of a language for an extended period of time is the ideal for achieving the highest levels of performance in the two content standards and related cumulative progress indicators.

To summarize, the standards:

- Envision New Jersey students who are fully prepared for the demands of an interdependent world.
- Present a departure from the traditional grammar-based approach to instruction.
- Acknowledge that in each world language classroom, there is a diverse pool of talent and potential.

References

- American Council on the Teaching of Foreign Languages. (1998). ACTFL performance guidelines for K-12 learners. Yonkers, NY: ACTFL.
- American Council on the Teaching of Foreign Languages. (1999). Standards for foreign language learning in the 21st century. Yonkers, NY: ACTFL.
- College Entrance Examination Board. (1996). Articulation and achievement: Connecting standards, performance, and assessment in foreign language. New York, NY: College Board.
- Florida Department of Education. (1996). Florida curriculum framework. Tallahassee, FL: Author.
- New Jersey State Department of Education. (1996). Core curriculum content standards. Trenton, NJ: Author.
- New Jersey State Department of Education. (1999). New Jersey world languages curriculum framework. Trenton, NJ: Author.
- Massachusetts Department of Education. (1998). Massachusetts foreign languages curriculum framework. Malden MA: Author.
- Met, M. (2001). Why language learning matters. *Educational Leadership* 59 (2), 36-40.
- Nebraska Department of Education. (1996). Nebraska K-12 foreign language frameworks. Lincoln, NE: Author.
- Pesola-Dahlberg, C. A. (1991). Culture in the elementary school foreign language classroom. *Foreign Language Annals* 24 (4), 331-346.
- Rosenbush, M. (Ed.). (1997). Bringing the standards into the classroom: A teacher.s guide. Ames, IA: Iowa State University National K-12 Foreign Language Resource Center.

Tedick, D. (Ed.). (1996). The Minnesota articulation project: Proficiency-oriented language instruction and assessment. University of Minnesota: The Center for Advanced Research on Language Acquisition.

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.

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- The Interpretive Mode. Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of .one-way. reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen .between the lines..
- The Interpersonal Mode. Students engage in direct oral and/or written communication. Examples involving .two-way., interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- The Presentational Mode. 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 personal contact. Examples of this .one-to-many. mode of communication are making a presentation to a group or writing an article for the school newspaper.

The Communicative Modes and the Study of Classical Languages. Students and teachers of classical languages, such as Latin and ancient Greek, are primarily concerned with the interpretation of texts and historical/cultural understanding and therefore concentrate their study in the interpretive mode. They may occasionally give some attention to the oral dimensions of the classical languages, or may ask students to make presentations in the language they study as a way of strengthening language knowledge and use.

The Communicative Modes and the Study of Non-European Languages. Students engaging in conversations and negotiations (interpersonal mode), interpreting speeches, texts or films (interpretive mode), or making oral and written presentations (presentational mode) in non-European languages must incorporate a high degree of cultural knowledge to achieve the modes of communication in the communication standard. The amount of cultural knowledge required thus presents a stronger challenge for these students than for English speakers who study European languages.

The Communicative Modes and Heritage Language Speakers. Heritage language students may be newly arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often they can carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading

(interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous.

Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.

Novice-Mid Learner Range

According to ACTFL, students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 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)

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.
 - 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.
 - 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.
 - Recognition of key words
 - Main idea

B. Interpersonal Mode (direct oral or written communication)

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 and phrases.
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.
 - 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/subtraction of 2-digit numbers; counting and performing simple computations with coins)
 - Grade level appropriate science topics (e.g., plant and animal characteristics)
5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken or written communication for an audience)

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
2. Copy/write words, phrases, or simple guided texts on familiar topics.
 - Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

- Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed 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.
 - 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)

Novice-High Learner Range

According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 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.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of a series of 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.
 - Messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.
 - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
 - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
 - Grade level appropriate science topics (e.g., life cycle of plants and animals)
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

B. Interpersonal Mode (direct oral or written communication)

1. Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to 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.
 - Grade level appropriate math concepts (e.g., buying/selling transactions)
 - Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
 - Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
 - Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)

5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

C. Presentational Mode (spoken or written communication for an audience)

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.
 - Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures)

Intermediate-Low Learner Range

According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics.
 - Academic and social interests
 - Current or past issues and events at home or in the target country
5. Apply knowledge and skills gained in other core content areas to the learning of the target language.
 - Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)
6. Identify the main idea and theme, and describe the main characters and setting in readings from age appropriate, culturally authentic selections.
7. Compare and contrast unique linguistic elements in English and the target language.
 - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

B. Interpersonal Mode (direct spoken or written communication)

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

- Reactions to an incident occurring in school or an event taking place in the school, community, or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)
 5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
 6. Identify professions and careers that require proficiency in a language other than English
 - Career preparation skills needed to engage in these professions

C. Presentational Mode (spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media).
2. Use language creatively in writing to response to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
 - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

STANDARD 7.2 (CULTURE)

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

Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller, more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students, and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenters hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for .why they do it that way. and the explanation for .how can they possibly think that?. Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable. The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal, and presentational.

Novice-Mid Learner Range

According to ACTFL, students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 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)

1. Identify daily practices of people in the target culture(s).
2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.
3. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.
4. Identify distinctive cultural products of the target culture(s).

B. Interpersonal Mode (direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings,

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).

Novice-High Learner Range

According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 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.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

B. Interpersonal Mode (direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading ageappropriate, culturally authentic selections.

C. Presentational Mode (spoken and written communication for an audience)

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.

Intermediate-Low Learner Range

According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).
3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they

- reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
 4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
 5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode (spoken and written communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

New Jersey Core Curriculum Content Standards for Technological Literacy

INTRODUCTION

The Vision

Technology, any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability, was identified by the United States Department of Labor as an essential workplace competency in a 1992 report called the Secretary's Commission on Achieving Necessary Skills (SCANS). SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized its importance by including technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education.

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

Computer and Information Literacy

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.

Technology Education

The technology education standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans (TfAA)* project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences during the early school years. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that "design-based learning" is important. Early studies with design and technology curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

Standards and Strands

There are two technological literacy standards, each of which has a number of lettered strands. The standards and strands include:

8.1 Computer and Information Literacy

- A. Basic Computer Tools and Skills
 - Keyboarding
 - Word processing
 - Internet usage
 - Spreadsheets
 - Database concepts and usage
 - Publications and presentations
- B. Application of Productivity Tools
 - Social Aspects
 - Information Access and Research
 - Problem Solving

8.2 Technology Education

- A. Nature and Impact of Technology
- B. Design Process and Impact Assessment
- C. Systems in the Designed World

References

- American Library Association and Association for Educational Communications and Technology. (1998), Information literacy standards for student learning. Online:
http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19937 .
- Arizona Department of Education. (2000). Technology education standards. Online:
<http://ade.state.az.us/standards/technology> . Technological Literacy
- International Society for Technology in Education. (1998). National educational technology standards for students. Eugene, OR: Author.
- International Society for Technology in Education. (2000). Standards for technological literacy (STL): Content for the Study of Technology. Online: www.itea.org .
- National Business Education Association. (2001). National standards for business education. Online:
<http://www.nbea.org/curriculum/bes.html> .

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY)
ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE
INFORMATION AND TO SOLVE PROBLEMS.

Descriptive Statement: Using computer applications and technology tools students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
 - Internet access
 - Copyrighted materials
 - On-line library resources
 - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.
Information Access and Research
5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice .etiquette. when using the Internet and electronic mail.
Information Access and Research
6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
 - On-line resources and databases
 - Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

STANDARD 8.2 (TECHNOLOGY EDUCATION)
ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.

Descriptive Statement: The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering's (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent at the elementary and middle school levels is that all students develop technological literacy and are prepared for the option of further study in the field of technology education. At the elementary level, the foundation for technology education is found in the science standards, particularly standards 5.2 and 5.4.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Nature and Impact of Technology

Refer to Science Standards 5.2 and 5.4.

B. Design Process and Impact Assessment

Refer to Science Standards 5.2 and 5.4.

C. Systems in the Designed World

Refer to Science Standards 5.2 and 5.4.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.

2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

**New Jersey Core Curriculum Content Standards
for
Career Education and Consumer, Family, and Life Skills
INTRODUCTION**

The Vision

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To compete in this global, information-based economy, students must be able to identify and solve real problems, use appropriate tools, reason effectively, and apply critical thinking skills. The career and technical education and consumer, family, and life skills standards identify key career education and consumer, family, and life skills which can also enhance personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

Career and Technical Education

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study at the high school level in career and technical education, formerly known as practical arts. These courses typically include business education, family and consumer sciences, and other courses related to career education and consumer, family, and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational programs as students work on interdisciplinary projects that develop employability and academic skills. At the high school level, career and technical education programs establish necessary pathways for entering the world of work as well as continuing education, such as college, post-secondary vocational-technical education, specialized Career Education and Consumer, Family, and Life Skills certification and/or registered apprenticeships. They also support lifelong learning. These essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States.

Career Clusters supported by state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards.

The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.

A number of vocational student organizations have been created to enhance and support career development. They include:

- DECA/DEX/Distributive Education Clubs of America/Delta Epsilon Chi (marketing education);
- FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda (business/technology education);
- FCCLA/ Family, Career, and Community Leaders of American (family and consumer sciences);
- FFA (agri-business education);
- HOSA /Health Occupations Students of America (trade and industrial education);
- TSA/Technology Student Association(technology education); and
- SKILLSUSA/VICA Vocational Trade and Industrial Student Organization.

Career and technical education programs enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and employability skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- Acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment or post secondary options in occupations included within the sixteen States. Career Clusters.

All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students will apply the principles of resource management and skills that promote personal and professional well-being. They will also be expected to understand the components of financial education and make economic choices.

Standards and Strands

There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands. The standards and strands include:

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

References

- Campbell, C. A. & Dahir, C. A. (1997). National standards for school counseling programs. Alexandria, VA: American School Counselor Association.
- National Association of State Directors of Career Technical Education Consortium. (2003). States. career clusters. Online: www.careercluster.org .
- National Business Education Association. (2001). National standards for business education. Online: <http://www.nbea.org/curriculum/bes.html> .
- National career development guidelines K-adult handbook. (1996). Online: http://64.57.102.78/Old_Site/tabloid/guidelines.html#guidelines.
- Secretary's Commission on Achieving Necessary Skills (SCANS). (1992). Learning a living: a blueprint for high performance. A SCANS report for America 2000. Washington, DC: U.S. Department of Labor.
- The character education partnership. (2003) Online: <http://www.character.org/> .
- Vocational-Technical Education Consortium of States. (1998) National standards for family and consumer sciences education. online: <http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm> .
- Wisconsin Department of Public Instruction. (2002) Wisconsin's model academic standards. Online: <http://www.dpi.state.wi.us/dpi/standards/index.html> .

STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION)
ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING,
EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR
SUCCESS IN THE WORKPLACE

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational/technical

education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.

3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States. Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS)
ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE
FUNCTIONAL MEMBERS OF SOCIETY

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

C. Interpersonal Communication

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for

the home, school, community, and workplace.

3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.