

Cumberland County Schools
Curriculum Guide
World Languages



Proficiency Level: Novice Low

World Languages – Novice Low

The Curriculum and Instruction department of the Cumberland County School System is pleased to provide the following curriculum guide, which consists of the Novice-level standards contained within the North Carolina World Language Standard Course of Study. The World Language Essential Standards are organized by proficiency level rather than grade level or grade span. Assessment adheres to the ACTFL Proficiency Guidelines, which are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. These writers can reproduce practiced material to convey the simplest messages. At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing and/or a slowed rate of speech for comprehension. At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text.

Connections to Language and Literacy

Use the language to engage in interpersonal communication.

1. Use single words and simple, memorized phrases to express needs, preferences, and feelings.

2. Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.

3. Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts, with prompting and modeling.

Understand words and concepts presented in the language.

1. Understand the meaning of simple, spoken greetings, words, and phrases when accompanied by visual clues and/or prompts, as needed.

2. Understand the meanings of spoken words that are similar to those in the students' language.

3. Identify written words and phrases that are similar to words and phrases in the students' language.

4. Interpret phrases, commands, simple questions, and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.

5. Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

Connections to Language and Literacy (Continued)

Use the language to present information to an audience.

1. Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

2. Use the language to recite memorized poetry and songs from the target culture.

3. Use appropriate pronunciation to present memorized phrases.

Compare the students' culture and the target culture.

1. Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
2. Recognize cultural expectations of people in both the target culture and the students' culture.
3. Recognize examples of cognates and loan words.

Connections to Other Disciplines

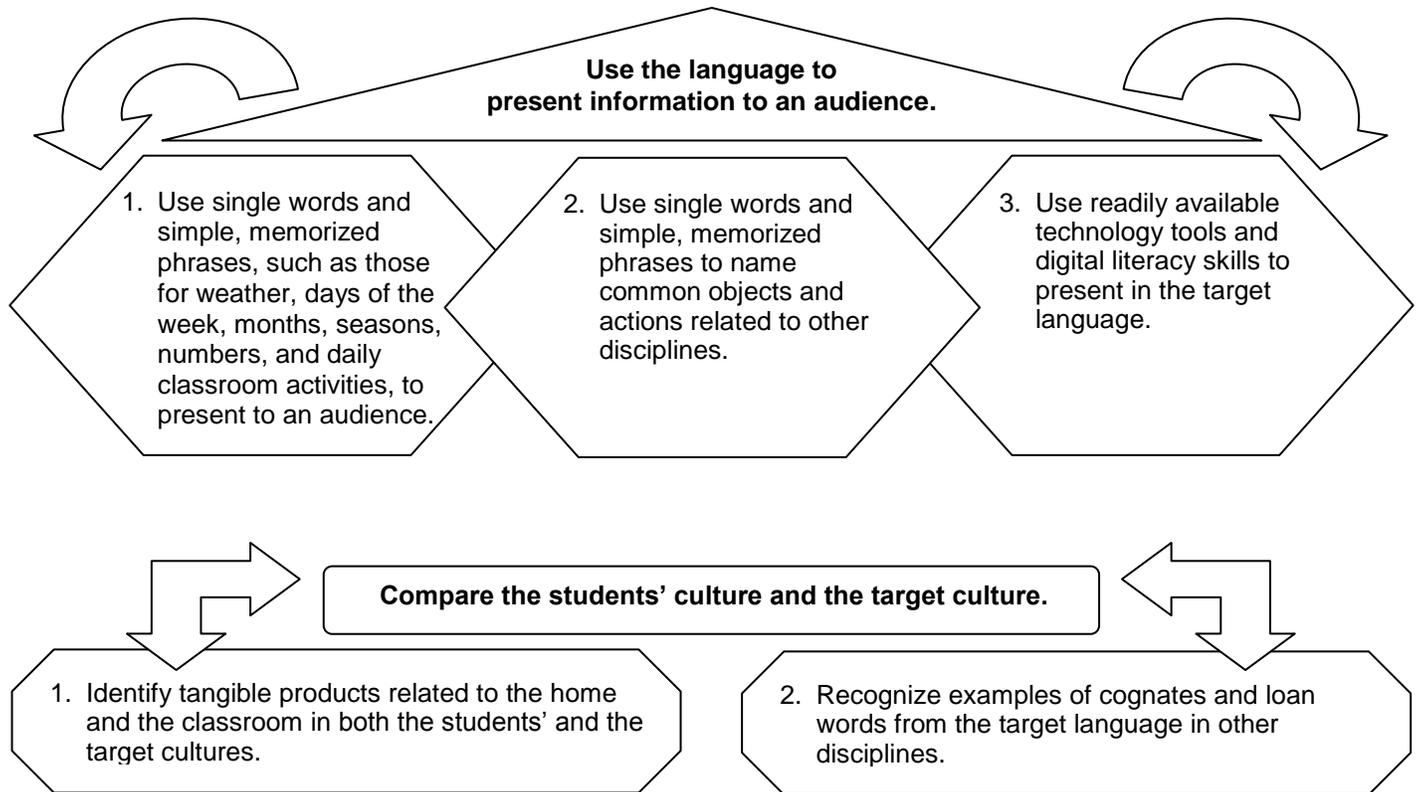
Use the language to engage in interpersonal communication.

1. Carry out simple exchanges of information using memorized content vocabulary.
2. Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

Understand words and concepts presented in the language.

1. Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
2. Compare the vocabulary of the target and students' language in different content areas.
3. Recognize words in groups from other disciplines.

Connections to Other Disciplines (Continued)



Communities

Use the language to engage in interpersonal communication.

1. Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
2. Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

Understand words and concepts presented in the language.

1. Recognize single words and simple, memorized phrases from media in the language community.
2. Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

Use the language to present information to an audience.

1. Identify arts, sports, games, and media from the target culture.
2. Understand roles in school or community traditions related to the target culture.

Compare the students' culture and the target culture.

1. Recognize simple language that communicates knowledge of the target language and cultures to others.
2. Use simple, appropriate gestures, body language, and cultural practices.
3. Recognize simple patterns of behavior or interaction from the target culture.
4. Identify products from the target culture that are used globally.