

Novice High



Standard 1.1 Communication - Interpersonal /Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmark Novice High. Asks and responds with some complete sentences to questions on familiar topics.

Indicators	Instructional Examples
1. Expresses basic courtesies; greetings in multiple forms and register, multiple forms of leave taking.	Train students to a classroom routine: students initiate classroom activities with social courtesies, using appropriate register for teacher and fellow students.
2. Answers various forms of questions; uses variety of question words and phrases.	Role play the situation of making a date with a friend to go to a movie. Look at a list of movies playing at theaters in a major city in target country. Agree on a movie, choose a date and time, set a time and location to meet before the movie. Agree on what to do after the movie.
3. Initiates statements about basic needs.	Tell the class they are playing sick. Everyone wants to go to the nurse and get sent home, but they can not all have the same symptoms. They need to convince the nurse to send them home.
1. Expresses likes and dislikes.	Look at a menu and discuss what food to recommend to a friend. Look at a catalog and select an outfit to wear to a dressy school event, or a special party. Explain the choices.
4. Expresses simple opinions.	Sort words and phrases of agreement and disagreement, placing them on a continuum from mild to forceful. Rehearse four or five polite ways to start a statement expressing one's opinion.
5. Makes and responds to more advanced requests.	Directions to students should cover all routine class activities from making assignments to giving direction in multiple-step activities.

	<p>Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.</p>	
<p>K-12 Benchmark Novice High: The student understands simple spoken/signed passages with variations in basic words and sentence patterns on familiar topics.</p>		
<p>Indicators</p>	<p>Instructional Examples</p>	
<p>1. Follows variations in commands.</p>	<p>Prepare a recipe written in the target language.</p>	
<p>2. Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support.</p>	<p>Set up an e-mail exchange with a cooperating school in the target country. Students write e-mails in the target language (and receive responses in English or the target language.) Set up a Blog for a combination of students in classes here and a cooperating school. Use a password-protected site. Students respond to prompts written by the teacher (i.e., traditions, trends, stereotypes).</p>	
<p>3. Deduces word level meaning from knowledge of some root words.</p>	<p>Listen to a radio advertisement, and then answer questions about the product.</p>	
	<p>Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.</p>	
<p>K-12 Benchmark Novice High: Presents mostly memorized words, phrases, and simple sentences with some attempt to create.</p>		
<p>Indicators – Spoken/signed production</p>	<p>Instructional Examples</p>	
<p>1. Sounds out simple 1-2 syllable unfamiliar words.</p>	<p>Students sound out new vocabulary rather than teacher first pronouncing it for them.</p>	
<p>2. Presents personal and school topics using three to five sentences combining familiar vocabulary.</p>	<p>Rewrite daily announcement in the target language and present to class.</p>	
<p>3. Tells a memorized story.</p>	<p>Retell variations of a familiar children’s story or folk tale.</p>	

Kansas World Language Curriculum Standards
Novice High

Indicators – Written production	Instructional Examples
4. Spells new and unfamiliar words accurately.	Students write dictation including words that are familiar and a few that are new but follow the target spelling rules.
5. Creates a simple note or postcard.	Students think of native speakers they know; then write a note inviting them to be interviewed by the class.
6. Writes about personal interests using familiar phrases.	Students write compositions about home, family, school, and other personal interests on a regular basis.
7. Writes sentences explaining steps.	Pairs of students plan a trip to a specific location in the target country and write out the plan for the trip in complete sentences.
8. Write a sequence of 5-6 events.	Write a ‘typical day in the life of’ paragraph.
9. Summarizes several ideas in a short paragraph.	After reading an article or short story, discuss it in class then assign students to summarize it.

	
Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of target language cultures.	
K-12 Benchmarks 2.1 Novice High: The student uses generally accepted social behaviors of home and school life.	
Indicators	Instructional Examples
1. Uses age-appropriate register, gestures, and social courtesies with peers and teacher.	Use authentic media to observe social interactions and identify phrases used.
2. Imitates common home and school practices.	Create a skit based on a typical day or an experience as an exchange student in the target country.
3. Identifies major traditional events and practices associated with them.	
	
Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of target language cultures.	
K-12 Benchmarks Novice High: The student identifies and describes in detail the most common objects, symbols, and contributions.	
Indicators	Instructional Examples
1. Identifies and describes 20+ tangible products, i.e., flags, symbols, classroom objects, landmarks, clothes, transportation.	Use student created graphics/pictures as flash cards, description prompts, concentration games, etc.
2. Identifies expressive products such as stories, poetry, music, art, dance, and drama.	



Standard 3.1 Connections - Content. The student makes connections to other disciplines through knowledge of a world language.

K-12 Benchmarks 3.1.1 Novice High. The student reinforces and furthers reading skills through world language study (based on Kansas Reading and Literature Standards).

Indicators	Instructional Examples
1. Identifies root words, prefixes, and suffixes from target language, English, and classical languages to determine meaning.	Create a web graphic using a root word in the center and related words connected to it. Students contribute by looking through a text, by digging into a dictionary, or by guessing at meaning of words the teacher provides.
2. Recognizes the difference between literal and figurative language including similes and idioms.	Students analyze and interpret a brief poem and its figurative language from a recognized author in the target culture.
3. Distinguishes fact/opinion in various types of appropriate-level texts. (Reading 1.4.15)	Analyze a letter expressing both facts and opinions. Create a T-chart sorting the two.
4. Identifies and describes characters' basic traits, feelings, actions, and the setting of a story. (Reading 2.1.1 and 2.1.2)	Give students an authentic short story to read. They must fill out an attached information sheet indicating knowledge of the story.

K-12 Benchmark 3.1.2 Novice High. The student reinforces and furthers writing through world language study (based on the Kansas 6-TRAIT Writing Model).

Indicators	Instructional Examples
1. Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing. See Standard 1.3.	Write a 10-12 sentence paragraph on topic of interest in the target language. Create a 6-TRAIT rubric in the target language. Go through the paragraph one trait at a time, have students list alternatives, changes, improvements that could be considered for their own paragraph.

Benchmark 3.1.3 Novice High. The student reinforces and furthers math skills through world language study (based on Kansas Curriculum Standards for Math).

Indicators	Instructional Examples
1. Uses numbers to 1000, computes using fractions and decimals, estimates centigrade/Fahrenheit and metric measurements including weight and volume.	After making estimates, convert temperature applying either the formula using fractions or decimals. $C = \frac{5}{9}(F - 32)$ or $C = .555(F - 32)$ $F = (\frac{9}{5}C) + 32$ or $F = (1.8C) + 32$

Benchmark 3.1.4 Novice High. The student reinforces and furthers knowledge of social studies through world language study (based on Kansas Standards for History and Government; Economics and Geography). Theme: Then and now.

Indicators	Instructional Examples
1. Identifies topography in target language countries, asks and give directions using a map, and discusses the weather.	Play the game Twister with a large floor map. Give directions to follow on a map.

Kansas World Language Curriculum Standards
Novice High

2. Describes selected historical figures or events of the target culture. Describes a person or event that contributed to U.S. culture.	Select a handful of celebrities whose pictures are easily available in the classroom to name, say where they are from, and identify their claim to fame. Use these people repeatedly when practicing any new vocabulary, just as frequently as examples of classmates/peers, so that they automatically come to mind when the student thinks of the target culture.
Benchmark 3.1.5 Novice High. The student reinforces and furthers knowledge of science through world language study (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
1. Plans and conducts a simple investigation. (S.4.1.1.2)	Investigate habits and lifestyles related to energy or natural resource consumption.
Benchmark 3.1.6 Novice High. The student reinforces and furthers knowledge and appreciation of music through world language study (based on the Kansas Model Curricular Standards for Music).	
Indicators	Instructional Examples
1. Listens to authentic music and sings authentic songs. (Music 5-8)	Choose a pop song in the target culture to teach to the rest of the class. Make a music video. Transcribe the words. Students decide the most effective way to teach it.
Benchmark 3.1.7 Novice High. The student reinforces and furthers knowledge and appreciation of visual arts through world language study (based on the Kansas Model Curricular Standards for Visual Arts).	
Indicators	Instructional Examples
1. Recognizes cultural symbols and some artworks. Creates art based on the target culture.	Look at abstract painting and point out each of the body parts to a figure. Have the students draw their own abstract artwork and name the parts.
Benchmark 3.1.8 Novice High. The student reinforces and furthers knowledge and appreciation of health through world language study.	
Indicators	Instructional Examples
1. Recognizes healthy food groups and activities typical of the target culture.	Search on the Internet for the graphics comparable to the food pyramid in the target language.
Benchmark 3.1.8 Novice-High. The student reinforces and furthers knowledge and appreciation of technology through foreign language (based on Kansas Technology Education Program Standards).	
Indicators	Instructional Examples
1. Explores technology through a variety of student-centered experiences.	Use web search tools to locate authentic sources; use e-mail and/or Blogs to communicate in the target language; prepare presentations using every form of technology available; participate in chalkboard/moodle-based instruction,



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Benchmarks 3.2 Novice High. Extracts information and deciphers meaning from sources intended for native speakers.	
Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use hand-written correspondence, songs, poetry, application forms, recipes, instructions.
2. The student reinforces and furthers knowledge of <i>math</i> .	Use texts using metric system.
3. The student reinforces and furthers knowledge of <i>social studies</i> .	Use historical records, lists.
4. The student reinforces and furthers knowledge of <i>science</i> .	Use climate, habitats, species classifications, vegetation descriptions.
5. The student reinforces and furthers knowledge of <i>music</i> .	Use broad range of traditional songs, arts songs, pop songs.
6. The student reinforces and furthers knowledge of <i>visual arts</i> .	Use movies.
7. The student reinforces and furthers knowledge of <i>health</i> .	Use brochures.
8. The student reinforces and furthers knowledge of <i>technology</i> .	Use vocabulary for technology applications, creates websites, pod casts, e-mail, Blogs, photo- and video-sharing.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmarks 4.1 Novice High. The student applies general patterns to languages.

Indicators	Instructional Examples
1. Identifies most sound/sign and intonation patterns of familiar vocabulary.	Create a Venn diagram comparing sound production between target language and English.
2. Compares some simple structural patterns, i.e., agreement, reflexive pronouns, time indicators.	Create a “What not to Say” poster identifying the patterns in English that are not applicable in the target language.
3. Translates simple sentences with compound components.	Have student translate short passages, simplifying complex, and compound sentences whenever possible.
4. Uses textbook glossary to identify classifications.	



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

K-12 Benchmarks 4.2 Novice High. The student explores similarities and differences of cultures.

Indicators	Instructional Examples
1. Recognizes some cultural similarities and differences in public and personal settings, such as pastimes, dating, and personal hygiene.	Compare energy consumption/conservation between lifestyles at home and in target culture.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmarks 5.1 Novice High. The student shares skills or knowledge with school community, family, and native users of the language.

Indicators	Instructional Examples
1. Performs for school and community groups. Hosts native-language users in the classroom.	Periodically present daily announcements to school in the target language. (See. 1.3.2 above.)
2. Expands cultural knowledge through a variety of media or personal experiences.	Conduct a film festival.



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmarks 5.2 Novice High. The student locates sources in target language and culture related to personal interests.

Indicators	Instructional Examples
1. Demonstrates awareness of cultural events in the community.	Present a skit at an elementary or middle school based on folk tale or celebration of the target culture.
2. Explores employment opportunities and study in which target language skills are used.	