

Novice Low



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 1.1 Novice Low: Uses verbal and non-verbal responses, memorized words, phrases, and patterns.

Indicators - Listening and speaking (ASL face-to-face)	Instructional Examples
1. Repeats basic courtesies; greetings and salutations appropriate to time of day.	Establish classroom routine. Repeat daily. Assign pairs of students to roll play a dialog based on a video, textbook, or teacher-created sample.
2. States simple questions / answers on personal topics, i.e. self, family, and language class.	Interview, talk about family photos, family tree. Make birthday cards. Learn the birthday song. Celebrate birthdays.
3. Repeats statements about basic needs.	Teach classroom phrases. Post them on a wall. Only allow the action to follow if it is in the target language. (I need paper. This is my pencil. May I sharpen my pencil? I have a question. May I get a drink? May I go to the bathroom? Here is my paper)
4. Repeats expression of likes and dislikes	Introduce set of vocabulary. Survey class preferences through interviews, focusing on a question to ask each classmate.
5. Answers with affirmative or negative word to indicate agreement or disagreement.	Daily classroom routine. Only accept answers in the target language.



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark 1.2 Novice Low. Understands basic, spoken, practiced words and sentences with contextual and visual support

Indicators – Listening, viewing/attending, and reading	Instructional Examples
1. Follows basic rehearsed commands.	TPR basic classroom activities and daily tasks. (Stand up, sit down, raise your hand, sharpen your pencil, push in the chair, open/close the book, open/shut the door)
2. Understands familiar simple words, phrases, with frequent repetition, visual and context support.	Put labels on items in the classroom; on items being used in an activity. Use props. Use picture files. Use ASL signs for other languages.
3. Understands words from cognates and context.	Provide a sentence using vocabulary the students have never seen

	before. Show them the sentence, read it aloud to them. Ask for volunteers to identify words they already know the meaning of'. Ask for volunteers to guess every other word in the sentence. Ask for volunteers to state the meaning of the sentence in English.
	Standard 1.3 Communication - Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.
K-12 Benchmark Novice Low: The student reproduces memorized words and phrases.	
Indicators – Spoken/signed production	
1. Imitates vowel and consonant sounds.	Select the most critical vowel and consonant sounds with which to make whole-group corrections. Teach rhyming songs.
2. Describes using one or two words.	Make a lost pet poster. Make a family poster with pictures and descriptions. Use picture files of famous people to describe.
3. Recites rote sequences and single word responses to visual cues.	Retell a story.
Indicators – Written (signed where applicable) production	
4. Writes alphabet or characters particular to language, numbers, and sight words.	Make word lists for notebook or vocabulary cards, copying all aspects of the alphabet or characters accurately. Practice on ledger paper from the target culture. Practice in pairs: one student recites the word and the other student writes it down.
5. Copies words and phrases.	Use the board or overhead to model writing techniques.
6. Writes about self.	Create a biographical photo album, booklet, or PowerPoint. Write descriptions to support pictures about self, family, hobbies, interests, favorite school subjects, foods, etc.



Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

K-12 Benchmarks 2.1 Novice Low: The student recognizes and imitates some generally accepted social behaviors.

Indicators	Instructional Examples
1. Imitates greetings and gestures.	Practice the art of culturally, accurate greetings on a daily basis, slowly increasing the expectation that the students respond in a like manner.
2. Identifies some common home and school practices.	To practice a more formal recitation behavior common in school in many cultures, use in activities with a specific purpose, i.e., during a review for a test or while playing a competitive game, etc. Student must stand next to their desk, address the teacher formally, and answer the question.
3. Identifies a few major, traditional events.	Prepare traditional food for a festival. Learn the appropriate greeting. Make decorations, play specific music. Research important elements of the festival and make a poster.

Standard 2.2 Cultures – Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

K-12 Benchmarks 2.2 Novice Low: Recognizes tangible products.

Indicators	Instructional Examples
1. Identifies 10-12 common products found in home or school.	Use a magic box from which to draw items, creating an element of mystery or surprise, identifying where they are from, and a brief description of them. Give a student an item to hold, so the rest of class can point to it when it is named.
2. Imitates expressive products, i.e., songs, artwork, stories known by peers in the target culture.	Teach a craft such as paper cutting, paper folding that is common to the target culture. Decorate the room with the artwork.



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 Low. The student reinforces and furthers reading skills through world language study (based on Kansas Reading and Literature Standards).

Indicators	Instructional Examples
1. Determines meaning of unknown words or phrases using picture and context clues. (▲Reading 1.3.1)	Routinely practice a pre-reading activity posing yes-no questions as to what the text is about based on pictures and other clues.
2. Understands some idioms. (Reading 1.3.4 ▲ at 8 th grade)	Write several English idioms on the board “keep your eye on the ball,” “raining cats and dogs,” “kick the bucket”, or “hot dog” and have the students illustrate their literal meaning, then explain what they communicate. Point out some phrases used routinely in the target language that are also idioms. Have the students illustrate their literal meaning and emphasize what they communicate.
3. Uses text features (e.g., title subtitles, captions) to gain meaning from text. (▲Reading 1.4.2) Identifies the topic and main idea(s) in appropriate-level texts. (▲ Reading 1.4.10)	Instruct students to point to related words in title and text; in caption and text. After reading a paragraph/story in the target language, show students three sentences that state in the target language what it was about. Have them choose which they think is most accurate and point out words or phrases to support their choice.
4. Identifies and describes characters’ basic physical traits and setting (e.g., time of day or season) of a story. (▲Reading 2.1.1 and 2.1.2)	When using storytelling techniques, emphasize that each new story routinely includes character traits and setting. Choose target vocabulary to identify character and setting.

K-12 Benchmark 3.1.2 Novice Low. The student reinforces and furthers writing through world language study (based on the Kansas 6-TRAIT Writing Model).	
Indicators	Instructional Examples
<p>▲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 in English and the target language. See Standard 1.3.</p>	<p>Teacher leads class in creating a simple story about the school mascot or one of the students in class. When writing on the overhead / board/ or typing it on a projection screen, she gives them choices, always asking what is better. Choices should include samples of all 6-TRAIT.</p> <p>Write a vacation postcard. (Laminate a classroom set of cards; write on them with dry-erase markers.)</p> <p>Student writes an essay in English about family heritage/background; or about reasons to study the language. Select several traits to grade for mastery.</p>
Benchmark 3.1.3 Novice Low. The student reinforces and furthers math skills through world language study (based on Kansas Curriculum Standards for Math).	
Indicators	Instructional Examples
<p>1. Recognizes whole numbers to 100 (Math 1.2), basic metric measurement (Math ▲3.2.2), and basic shapes.</p>	<p>Frequently count aloud items being used in class activities. When learning the numbers, do simple calculations and count by multiples. When mental math is needed for any activity, require that the students do it aloud in the target language. When role-playing a store or restaurant, always do the calculations or make change aloud.</p> <p>Distribute meter sticks to pairs of students to measure each other's height. Each student writes down the measurement. In all self-descriptions the students are expected to be able to say how tall they are in metric measurement.</p>
Benchmark 3.1.4 Novice Low. The student reinforces / furthers knowledge of social studies through world language study (based on Kansas Standards for History and Government; Economics and Geography) Theme: Self and family.	
Indicators	Instructional Examples
<p>1. Identifies location of target language countries, uses cardinal directions, and identifies simple elements of weather.</p>	<p>Color and label a map using cardinal directions, names of country , capital, and major cities.</p> <p>Routinely start class with a description of the current weather.</p>
<p>2. Recognizes some famous people and artifacts from the target culture.</p>	<p>Select a handful of major people 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.</p>

Benchmark 3.1.5 Novice Low. The student reinforces and furthers knowledge of science through world language study (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
1. Observes, describes, and records daily and seasonal weather changes. (▲Science 4.4.3.2)	Record the weather conditions once a week for the home town, and for a location in a target country. Convert the data at the end of the year into a graph or chart in order to compare data.
Benchmark 3.1.6 Novice Low. 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. (Music K-4)	Use simple children’s songs with repeated phrases.
Benchmark 3.1.7 Novice Low. 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. Creates art based on the target culture.	Look at a Picasso and point out each of the body parts to a figure. Have the students draw their own Picasso-like picture and name the parts.
Benchmark 3.1.8 Novice Low. The student reinforces and furthers knowledge and appreciation of health through world language study.	
Indicators	Instructional Examples
1. Recognizes some activities in the target culture that promote healthy living. (Health 3)	Use target vocabulary to do a web search for healthy activities. Based on the quantity of images found, decide what are the most common. Create a poster and label the activities.
Benchmark 3.1.9 Novice Low. The student reinforces and furthers knowledge and appreciation of technology through world language study.	
Indicators	Instructional Examples
1. Uses simple technology in a variety of integrated activities.	Use language specific letters and characters in word processing, illustrate reports, use the spell check feature, and complete guided Internet activities such as currency conversion, textbook-related practices, checking weather conditions, creating word puzzles, and locating authentic cultural information.

Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.	
K-12 Benchmarks 3.2 Novice Low. Extracts main ideas and key words from sources intended for native speakers.	
Indicators – Authentic Sources	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use children’s books children’s websites, newspaper headlines, cut-lines, advertising, map labels, book titles, subtitles, captions,
2. The student reinforces and furthers writing.	Use writing models, school tablets, and alphabet charts.
3. The student reinforces and furthers knowledge of <i>math</i> .	Use menus, transportation timetables, calendars, meter stick/ruler, graphs.
4. The student reinforces and furthers knowledge of <i>social studies</i> .	Use maps, pictures, charts and graphs, historical photos.
5. The student reinforces and furthers knowledge of <i>science</i> .	Use simple weather symbols from newspaper or television; metric symbols.
6. The student reinforces and furthers knowledge of <i>music</i> .	Use recordings and live performance when available; children’s songs, rhymes, ad jingles.
7. The student reinforces and furthers knowledge of <i>visual arts</i> .	Use pictures, posters, calendar reproductions of artwork.
8. The student reinforces and furthers knowledge of <i>health</i> .	Use charts, posters, buttons, stickers.
9. The student reinforces and furthers knowledge of technology.	Use authentic web sites and search tools.



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 Low. The student recognizes major similarities and differences between the target language and English.

Indicators	Instructional Examples
1. Recognizes that different sound/sign and intonation patterns exist.	Teach the alphabet and its corresponding sounds in the target language. Discriminate between correct and incorrect pronunciation/intonation.
2. Recognizes that the target language has structural patterns that differ from their own.	Show examples of questions in English and in Spanish. Match up the words and have the students create rules to explain how to create questions in each language. Have the students create new questions in small groups.
3. Matches common vocabulary with English translations.	Play word games, i.e., memory game, fly swatter', Pictionary, etc.
4. Uses word lists to find meaning.	Refer to classroom word lists or notebook word lists to remind students of words previously learned.



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

K-12 Benchmarks 4.2. Novice Low. The student identifies a few differences in cultures.

Indicators	Instructional Examples
Recognizes similarities and differences in greetings, personal space, and some gestures.	After students learn the names of foods, ask them to open a Chinese/French/German, etc. restaurant by making their own menu. Teach them a craft to decorate their restaurant. They create dialog, interacting with the customers. They use the space, greeting, and gestures according to the 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 Low. The student shares skills and/or knowledge with school community and/or family members.

Indicators	Instructional Examples
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1. Recites target language to family and friends.	Tell a memorized story, poem, or song, and have family/friend sign-off that they heard it.
2. Recognizes words and activities borrowed from target language and culture.	Create a collage or collection on board of samples from the community.
 Standard 5.2 Communities – Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.	
K-12 Benchmarks 5.2. Novice Low. The student makes personal connections to the target language and culture.	
Indicators	Instructional Examples
1. Demonstrates awareness of individuals from target culture in school community.	After a long weekend or vacation, ask students about the Spanish experiences. They can share any time they heard Spanish spoken, spoke Spanish, or experienced Spanish in any way. This alerts them to the relevance of what we are learning.

