

Novice Mid



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 Mid: The student asks and responds using high-frequency questions and memorized phrases.	
Indicators – Interpersonal listening and speaking (ASL face-to-face)	Instructional Examples
1. Expresses basic courtesies, greetings, and salutations, appropriate to register. (teacher-student; formal-informal)	During routine class activities, 1-2 students wear a formal hat, tie, and scarf to designate adult and must be greeted appropriately.
2. Answers questions with simple responses and asks simple questions – about self, family, school, leisure activities, and weather.	“Where’s my twin?” Use a “bingo” card full of questions. Each student first fills in the card with correct personal information to answer the questions, and then at a designated time all students circulate through the class asking questions in order to find others with the same answers. Duplicate answers are designated as “twins.”
3. Uses common expressions about basic needs.	Requests for paper, pencil, book, supplies, missed assignments, explanation of activity, grades, and test scores are made in the target language. Students are regularly expected to express hunger, thirst, being tired or bored, interested or happy in the target language.
4. Responds to questions concerning likes and dislikes.	Collect multiple positive expressions and multiple negative expressions. Put them on a diagram, ladder, scaffold to depict their level of intensity. Have students mime facial expressions and/or body language to go with each expression.
5. Responds with short phrases of agreement/disagreement.	After reviewing multiple affirmative/negative expressions, ask the same question of several students, not allowing anyone to use an answer that has previously been used.
6. Makes and responds to simple requests.	Students play teacher by taking turns giving a series of 2-3 commands to their classmates. Reward originality and creative combinations.



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

Benchmark 1.2 Novice Mid. The student understands practiced spoken/signed and written words and sentences.

Indicators – Interpretive listening, viewing/attending, and reading.	Instructional Examples
1. Follows practiced classroom commands.	Play “Simon Says” led first by the teacher, and then led by students.
2. Understands simple phrases and sentences with some recombination, repetition and visual support.	Identify famous people based on simple descriptive phrases.
3. Deduces meaning from intonation and re-combinations of familiar words	Read an advertisement and identify pertinent information such as time, location, price. HL: Watch a movie scene with subtitles, both in the target language, and make a list of new words recognized, list predicted meaning, then use a dictionary to select the best meaning.



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 Benchmarks 1.3 - Novice Mid. The student reproduces mostly memorized words and phrases.

Indicators - Spoken production	Instructional Examples
1. Sounds out familiar words with inflections/ tones.	Student repeats vocabulary word after teacher pronounces it.
Indicators - Spoken or signed production	
2. Gives personal information using memorized vocabulary.	Students create a 2-minute biography, introducing themselves with as many details as possible in the time limit.
3. Tells a memorized story with visual cues.	Retells a story.
Indicators - Written (signed, where applicable) production	
4. Spells familiar words accurately.	Take dictation from a text that is familiar. HL: dictate self-assessable texts.
5. Fills out a simple form.	Complete a form to apply to be an exchange student. Create a party invitation describing who, what, when, where and contact information.
6. Writes about familiar topics.	Design, illustrate and write descriptions on <i>Son of the Year</i> or <i>Daughter of the Year</i> poster (nominating themselves.)
7. Organizes steps in a process.	Convert a printed schedule of a school day, or a list of ingredients, or parts to an activity into a chronologically organized paragraph with steps

	described in complete sentences.
8. Writes a 3-4 line story with visual cues.	Use a series of three or four pictures to provide a story line. Students create their version of the story. Write a story about a wayward or unlucky student or an exaggerated story about the perfect girl or boy.
9. Summarizes the main idea of a paragraph in a few simple sentences.	



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 Mid. The student imitates generally accepted social behaviors of home and school life.

Indicators	Instructional Examples
1. Initiates greetings and uses appropriate gestures with support.	Use props (police hat, lady's dress hat, name badge, or child's cap, etc.) to distinguish age, position, or profession. Students use appropriate greeting for situation or register. HL: Gesture a greeting or farewell and say the expression or word that matches with it in the target language.
2. Imitates some common home and school practices.	Learn proper table setting and etiquette. Learn how to use a telephone directory or Internet resource and how to leave voice mail message. HL: Make a video about relevant family events.
3. Identifies some major, traditional events.	Invite a native speaking child into class to be interviewed by the class about the child's birthday celebration. HL: Research and make a project of the origin of a traditional event and its incorporation into life in the United States.



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 2.2 Novice Mid. The student identifies and describes the most common objects, symbols, and contributions of the target culture.

Indicators	Instructional Examples
1. Identifies and describes 20+ tangible products, i.e., flags, symbols, classroom objects, landmarks, clothes, transportation ,and technology.	Use PowerPoint or research for a specific location to learn about symbols, landmarks, geography, and lifestyle. Take a 'virtual tour' of a target-language location then make a list of what was discovered.
2. Identify expressive products such as stories, poetry, music, art, dance, and drama.	Explore art, famous people from target culture, poetry from target culture and present verbally. Learn traditional dances. Use songs/lyrics to model structure in language. Discuss meaning and style of language/expression in the song.



Standard 3. Connections - Content. The student makes connections to other disciplines and to authentic sources through knowledge of a world language.

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

Indicators	Instructional Examples
1. Recognizes cognates, root words, prefixes, and suffixes similar to English to determine meaning. (Reading 1.3.3)	As a pre-reading activity, students list the cognates in a passage on the board. Review suffixes in English. Identify parallel suffixes in target language. Teacher selects a root and students add the suffix and guess meaning of the new word.
2. Recognizes the difference between literal expressions and some idioms.	Have students illustrate the literal meaning vs. the common meaning of target language idioms.
3. Uses text features (e.g., title, graphs/charts, and maps, table of contents, picture/illustrations, glossary, index, headings, subheadings, captions.) Identifies the topic and supporting details in appropriate-level texts.	Have students prepare summary statement in the target language about a topic, based on the text features provided. Have students state the main ideas of a text using vocabulary in the text, then rephrase that idea in other vocabulary or sentence structure.
4. Identifies and describes characters' . . . and personality traits and the setting (time of day, season, place) of a story. (Reading 2.1.1 and 2.1.2)	Establish a routine that any story situation, whether improvised, narrative or dialog form be summarized by the class in the terms of a story – establish target words to represent story character, setting, and plot. HL: Create a compare and contrast chart or Venn diagram during reading to identify similarities and differences between characters.

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

Indicators	Instructional Examples
1. Applies the 6-TRAITmodel (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 an essay in English comparing and contrasting a cultural element or community experience. See Standards 4 and 5.

Benchmark 3.1.3 Novice Mid. The student reinforces and furthers math skills through world language (based on Kansas Curriculum Standards for Math).	
Indicators	Instructional Examples
Recognizes whole numbers to 100 in target language and computes simple problems. Uses whole numbers to tell time. Recognizes currency. Uses metric measurement for length, height, and weight, and the Celsius scale for temperature.	Role play store and restaurant transactions aloud with customer and cashier counting payment and change. Establish routine that students, not the teacher, answer any question about what time it is. Dream room: Students measure the classroom with a metric tape, draw it to scale on graph paper, then furnish it as 'my dream bedroom' making sure that what they put in the idealized drawing is also to scale.
Benchmark 3.1.4 Novice Mid. The student reinforces / furthers knowledge of social studies through world language (based on Kansas Standards for History and Government; Economics and Geography). Theme: Institutions and services.	
Indicators	Instructional Examples
1. Identifies target language countries, major cities, and elements of weather including seasonal variations.	Use the Internet to check the weather in a handful of cities on a regular basis throughout the school year. Map the cities; log the temperature and conditions; graph the results at the end of the year.
2. Recognizes selected historical contributions of the target culture.	Create a timeline of major historical events. Illustrate the timeline. Create a mind map or web about a historical event and ways it has affected the culture.
Benchmark 3.1.5 Novice Mid. The student reinforces and furthers knowledge of science through world language (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
1. Collects and classifies data in the target language. (S.4.2.1.2)	See 3.1.4 above
Benchmark 3.1.6 Novice Mid. The student reinforces and furthers knowledge and appreciation of music through world language (based on the Kansas Model Curricular Standards for Music).	
Indicators	Instructional Examples
1. Listens to authentic music and sings simple songs. (Music K-4)	Create a music video based on an authentic song.
Benchmark 3.1.7 Novice Mid. The student reinforces and furthers knowledge and appreciation of visual arts through world language (based on the Kansas Model Curricular Standards for Visual Arts).	
Indicators	Instructional Examples
1. Recognizes some cultural symbols and creates art based on the target culture.	Collect a variety of cultural symbols and ask students to create a cover sheet for their notebook incorporating these symbols.
Benchmark 3.1.8 Novice Mid. The student reinforces and furthers knowledge and appreciation of health through world language (based on Kansas Curricular Standards for Health Science Education).	
Indicators	Instructional Examples
1. Recognizes healthy foods typical of the target culture. (H.1).	Introduce the phrase "it's healthy" with any unit pertaining to food and have the students identify what is or is not healthy from the perspective of the culture.

Benchmark 3.1.9 Novice Mid. The student reinforces and furthers knowledge and appreciation of technology through world language.	
Indicators	Instructional Examples
1. Explores technology through a variety of student-centered experiences.	Have the class brainstorm many ways technology can be used for presenting information/language/culture to an audience. During the course, have them use a different mode each time they create a presentation.



Standard 3.2 Connections – Authentic sources. The student makes connections to other disciplines and to authentic sources through knowledge of a world language.

Benchmarks 3.2 Novice Mid. Extracts main idea and supporting details from sources intended for native speakers.	
Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use e-mail and blogs, websites, menus, catalogs, posters.
2. The student reinforces and furthers knowledge of <i>math</i> .	Use receipts, exchange charts, thermometers, metric scales..
3. The student reinforces and furthers knowledge of <i>social studies</i> .	Use city maps and transportation diagrams, historical timelines
4. The student reinforces and furthers knowledge of <i>science</i> .	Use weather maps, health tips, height/weight ratio charts.
5. The student reinforces and furthers knowledge of <i>music</i> .	Use recordings, live performance; simple, traditional songs; pop songs.
6. The student reinforces and furthers knowledge of <i>visual arts</i> .	Use pictures, posters, books, websites, museums.
7. The student reinforces and furthers knowledge of <i>health</i> .	Use websites, sports magazines.
8. The student reinforces and furthers knowledge of <i>technology</i> .	Use Internet search engine in the target language.



Standard 4. Comparisons – Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmarks 4.1. Novice Mid. The student makes generalities about similarities and differences in languages.

Indicators	Instructional Examples
1. Recognizes some sound and intonation patterns of target language.	Give students an English sentence to read using the sound and intonation patterns of the target language.
2. Recognizes some simple, structural patterns from the target language, such as gender, word order, writing system.	Give students an incorrectly worded sentence to correct. Give students two examples from which to choose the correct example.
3. Matches phrases with English translations.	HL: Learn basic rules and techniques of translation then translate different kinds of text (tales, newspaper articles, comics, etc. from target language to English / English to target languages.
4. Uses simple glossary to find meaning and identify nouns, verbs, and adjectives.	Students will translate single words, phrases, sentences and paragraphs from the target language to English/English to target languages. Students will determine what translation is most appropriate for that word or phrase according to the way it is used in context.



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 Mid. The student accepts similarities and differences in cultures.

Indicators	Instructional Examples
1. Recognizes some cultural similarities and differences in simple patterns of behavior, celebrations, and everyday life.	Prepare and sample foods of the target culture. Give students a proverb in the language and find an equivalent proverb in English. Show an authentic video or news broadcast of an important event, cultural event, or celebration. Create a Venn diagram to compare major celebrations.



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 Mid. Shares skills or knowledge with school community, family members, and users of the language as classroom guests.

Indicators	Instructional Examples
1. Performs songs and rhymes for family, school and community groups.	Incorporate a performance in end-of-year activities. Have students pick 20 food words to teach to a family member. They choose how to present the material and how to access their learner. Family gives feedback. HL: Participate in after-school tutoring of fellow students and/or enrichment activities for younger students.
2. Collects cultural information through community and Internet sources.	Give students a 'scavenger hunt' list of target language/culture items to be found in the community and a time limit for finding them. They need to bring some sort of proof – picture, clipping, signature of finding for each item and create a poster or shadow box or other type of display of the items.



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

K-12 Benchmarks 5.2. Novice Mid. The student seeks opportunities for interaction with target language and culture.

Indicators	Instructional Examples
1. Demonstrates awareness of individuals from target culture and their country of origin.	Have students conduct a survey in their downtown, neighborhood, or school to identify knowledge of language and culture and countries of origin. HL: Create a quiz game about elements of the target culture in the community. Conduct a contest to see who knows the most about the heritage language, the community, and countries of origin.
2. Identifies types of employment in which target language skills are used.	Write a skit set in a store where the customer is looking for some Spanish items from home, but they are not available. Have employee and the customer find a solution to the problem. (Also use standards 1.1, 1.2, 1.3, 2.1, and 2.2)

