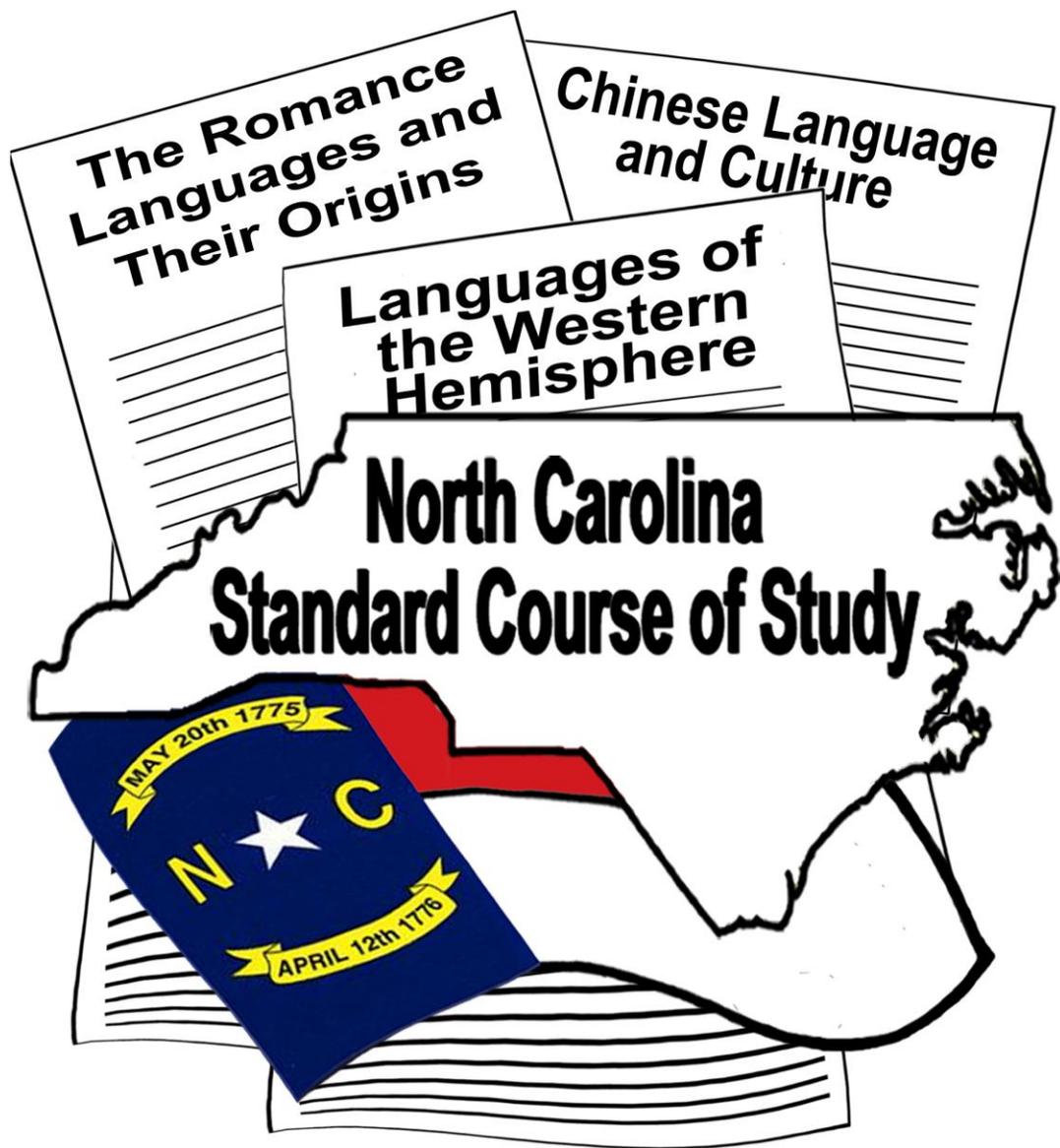


Cumberland County Schools
Curriculum Guide
World Languages



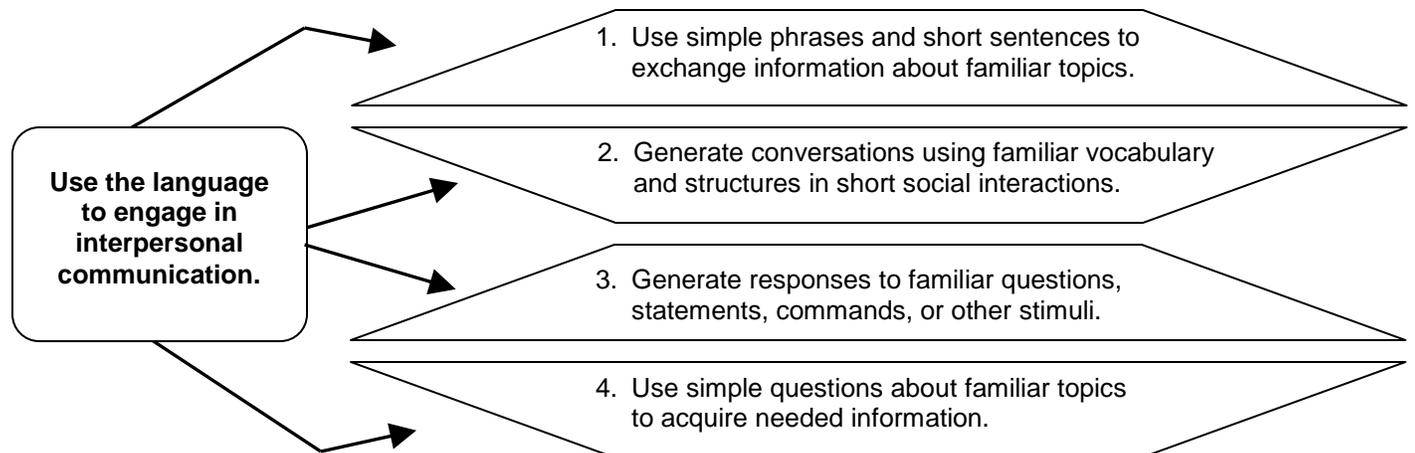
Proficiency Level: Novice High

World Languages – Novice High

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



Understand words and concepts presented in the language.

1. Understand ideas on familiar topics expressed in short sentences and frequently used expressions.

2. Summarize spoken messages and announcements about familiar topics.

3. Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.

4. Compare simple fiction texts with nonfiction texts about familiar topics.

Connections to Language and Literacy (Continued)

Use the language to present information to an audience.

1. Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

2. Use the language to recite and act out poetry, songs, and simple stories from the target culture.

3. Produce simple dialogues and short skits using familiar structures and vocabulary.

Compare the students' culture and the target culture.

1. Classify basic cultural practices of people in the target culture and the students' culture.

2. Use learned cognates from loan words to express ideas on familiar topics.

3. Analyze the language conventions from simple written and spoken texts in the target language.

Connections to Other Disciplines

Use language to engage in interpersonal communication.

1. Use simple phrases and short sentences to exchange information about topics in other disciplines.
2. Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
3. Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

Understand words and concepts presented in the language.

1. Understand spoken and written commands about other disciplines in the target language.
2. Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
3. Interpret simple processes from other disciplines using the target language.

Connections to Other Disciplines (Continued)

Use the language to present information to an audience.

1. Use the target language to give short spoken or written presentations about familiar academic topics.
2. Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
3. Use readily available technology tools and digital literacy skills to present academic information in the target language.

Compare the students' culture and the target culture.

1. Understand cultural practices and perspectives from the target culture.
2. Identify the products of the target culture.

Communities

Use the language to engage in interpersonal communication.

1. Use simple phrases and short sentences in short social interactions.
2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

Understand words and concepts presented in the language.

1. Understand practices, products, and perspectives on familiar topics from simple texts.
2. Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

Use the language to present information to an audience.

1. Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.
2. Use simple phrases and short sentences to present information in school or community events related to the target culture.

Compare the students' culture and the target culture.

1. Compare traditions and events of the target culture and the students' culture.
2. Identify examples of products, practices, and perspectives in the community related to the target culture.
3. Identify key characteristics of target culture traditions.