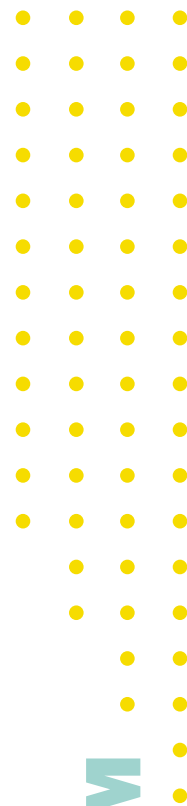


New Jersey
World Languages Curriculum Framework



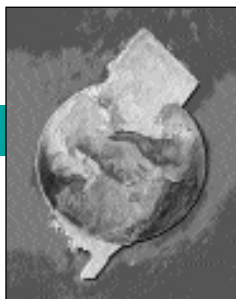
NEW JERSEY STATE DEPARTMENT OF EDUCATION
WINTER 1999

FRAMEWORK



CURRICULUM





NEW JERSEY WORLD LANGUAGES CURRICULUM FRAMEWORK

*A Document in Support of the
Core Curriculum Content Standards for World Languages*

CHRISTINE TODD WHITMAN
Governor

LEO KLAGHOLZ
Commissioner of Education

ELLEN M. SCHECHTER
Assistant Commissioner
Division of Academic and Career Standards

JAY DOOLAN
Director
Office of Standards and Professional Development

JANIS JENSEN
World Languages Coordinator

IRIS NAGLER
Framework Project Coordinator

January 1999
PTM #1500.48





NEW JERSEY WORLD LANGUAGES CURRICULUM FRAMEWORK

Visit the *World Languages Curriculum Framework* on the
New Jersey State Department of Education Web Site:

<http://www.state.nj.us/education>

Permission is granted to duplicate this document for educational purposes.
Please acknowledge the New Jersey State Department of Education.



YOUR FEEDBACK IS ENCOURAGED!

The New Jersey World Languages Curriculum Framework, like the standards themselves, is intended to be a “living” document, subject to periodic review and revision. Comments and suggestions regarding the Framework should be submitted to the New Jersey State Department of Education (Attention: World Languages Coordinator).

NEW JERSEY STATE BOARD OF EDUCATION

MAUD DAHME <i>President</i>	Annandale
WENDEL E. DANIELS <i>Vice President</i>	Lakewood
DONALD C. ADDISON, Jr.	Trenton
JEAN D. ALEXANDER	Absecon
MARGARET M. BENNETT	Little Silver
S. DAVID BRANDT	Cherry Hill
RONALD K. BUTCHER	Pitman
ANNE S. DILLMAN	Perth Amboy
ORLANDO EDREIRA	Elizabeth
THOMAS P. MCGOUGH	Florham Park
DANIEL J. P. MORONEY	Cedar Grove
SAMUEL J. PODIETZ	Lumberton Township
ROBERT A. WOODRUFF	Elmer

LEO KLAGHOLZ, Commissioner of Education
Secretary, State Board of Education



TABLE OF CONTENTS

Preface	xiii
Vision: A New Beginning for World Languages in New Jersey	xiv
Acknowledgements	xv
Introduction to the New Jersey World Languages Curriculum Framework	
Historical Perspective	2
Overview and Organization	2
Chapter 1 RATIONALE FOR THE STUDY OF WORLD LANGUAGES	
Benefits of World Language Study	6
World Languages at the Elementary Level:	
The Optimum Starting Point	7
Chapter 2: THE ESSENTIAL COMPONENTS OF AN EFFECTIVE WORLD LANGUAGE PROGRAM	
Language Acquisition for All Students	10
Communicative Proficiency: The Characteristics	
of Proficiency-Based Instruction	11
Articulation: The K-12 Continuum	13
The Student-Centered, Authentic Classroom	14
The Interdisciplinary Connection	15
Cross-Content Workplace Readiness and Systems Thinking	17
Summary of the Essential Components of an Effective	
New Jersey World Language Program	18
Chapter 3: RESTRUCTURING THE LEARNING ENVIRONMENT	
Scheduling and Restructuring the School Day	20
Staffing Options	21
Other Models	23
Instructional Materials	24
The Role of Technology	26



TABLE OF CONTENTS *(continued)*

Chapter 4:	LINKING THE STANDARDS AND FRAMEWORK TO CURRICULUM DEVELOPMENT	
	The New Jersey Core Curriculum Content Standards and Indicators for World Languages	30
	Developing District Curriculum	35
Chapter 5:	THE IMPLEMENTATION PROCESS	
	World Languages in the Elementary School	40
	World Languages in the Secondary School	44
	Multiple Entry Points.	45
	Choice of Languages	48
	The Classical Languages	50
	The Less Commonly Taught Languages	50
	The Role of Grammar	51
Chapter 6:	RETHINKING ASSESSMENT	
	A New Paradigm	54
	Key Components of Assessment	54
	Assessment Alternatives	56
	Assessment Rubrics.	56
	Local Assessment	57
	State Assessment	57
Chapter 7:	INSTRUCTIONAL STRATEGIES AND STUDENT LEARNING CHARACTERISTICS	
	Instructional Strategies	60
	Student Learning Characteristics and Learning Styles	61
Chapter 8:	PROFESSIONAL EDUCATORS/ LIFELONG LEARNING	
	Professional Development	66
	Teacher Preparation	70



TABLE OF CONTENTS *(continued)*

Chapter 9: THE EFFECT OF THE WORLD LANGUAGES STANDARDS AND FRAMEWORK ON THE NEW JERSEY COMMUNITY

Students	72
Teachers	72
Administrators	72
Parents	72
Business Community	73
College and University Programs	73

Chapter 10: LEARNING SCENARIOS

Introduction to the Learning Scenarios	76
Description of the Scenario Format	76
Thematic Grade Level Index	79
The Scenarios	80
K-4 Scenarios	81
5-8 Scenarios	113
9-12 Scenarios	143
Thematic Scenarios K-4 through 9-12	171

Chapter 11: K-12 WORLD LANGUAGE PROGRAMS IN CURRENT PRACTICE

Springfield, Massachusetts	180
Culver City, California	181
Elmhurst, Illinois	181
Ferndale, Michigan	182
A K-12 Program in Eastern Connecticut	183
Model Early Foreign Language Programs 1998 (CAL)	185



TABLE OF CONTENTS *(continued)*

Chapter 12: INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS

<i>Part One: Adaptations for Students with Disabilities</i>	191
Introduction.	192
Descriptions of Adaptations.	195
Sample Adaptations	202
References	214
 <i>Part Two: Adaptations for Exceptionally Able (Gifted) Learners</i> .	215
Introduction	217
Adaptation Strategies.	217
Types of Adaptations	222
References	224



TABLE OF CONTENTS *(continued)*

APPENDICES	226
Appendix A: ACTFL GUIDELINES	
ACTFL Performance Guidelines for K-12 Learners <i>(Figure 1)</i> . . .	229
Appendix B: ASSESSMENTS	
<i>General Information</i>	
Assessment Profile <i>(Figure 2)</i>	234
Ideas for Exhibitions and Projects <i>(Figure 3)</i>	235
Student Portfolio Artifacts <i>(Figure 4)</i>	237
<i>Sample Assessment Rubrics</i>	
Generic Rubrics for World Language Tasks <i>(Figure 5)</i>	238
Assessing the Quality of Portfolios <i>(Figure 6)</i>	240
Rating Scales <i>(Figure 7)</i>	
Example of a Holistic Rating Scale <i>(Figure 7A)</i>	241
Example of an Analytic Rating Scale <i>(Figure 7B)</i>	241
Rubrics for Assessment of American Sign Language <i>(Figure 8)</i>	
Expressive Skills <i>(Figure 8A)</i>	242
Receptive Skills <i>(Figure 8B)</i>	243
Oral Activity Self-Evaluation <i>(Figure 9)</i>	244
Oral Report Assessment <i>(Figure 10)</i>	245
Story Evaluation <i>(Figure 11)</i>	246
Expressing a Point of View <i>(Figure 12)</i>	247
Story Retelling Checklist: Self-Assessment <i>(Figure 13)</i>	248
<i>Sample District and State Assessment Models (Figures 14-23)</i> . . .	249



TABLE OF CONTENTS *(continued)*

Appendix C: Methodology for Innovative Instruction

in K-12 World Language Programs

Natural Approach (Figure 24)	262
Password/Language Ladders (Figure 25)	262
Gouin Series (Figure 26)	263
Dialogue Journals (Figure 27)	263
Total Physical Response (TPR) (Figure 28)	264
TPR Storytelling (Figure 29)	264
Interviews (Figure 30)	267
Cloze (Figure 31)	267
Continuums (Figure 32)	268
Interactive Language Tasks (Figure 33)	268
Cultural Presentations (Figure 34)	269
The Learning Cycle (Figure 35)	269
Read and Retell (Figure 36)	270
Literature, History, and Storytelling (Figure 37)	270
Cooperative Learning (Figure 38)	271
Brainstorming (Figure 39)	271
Problem Solving (Figure 40)	272
Reflective Thinking (Figure 41)	272
Field Experience (Figure 42)	273
Free Writing (Figure 43)	273

Appendix D: Instructional Strategies

Strategies for Students with Diverse Talents

Planning for Multiple Intelligences in the Classroom (Figure 44)	276
Multiple Intelligences Grid of Ideas (Figure 45)	278
Planning Model Using Bloom's Taxonomy (Figure 46)	279
World Languages and Bloom's Taxonomy (Figure 47)	281



TABLE OF CONTENTS *(continued)*

	<i>Strategies for Exceptionally Able (Gifted) Students</i>	
	Strategies for Exceptionally Able Students <i>(Figure 48)</i>	282
	<i>Strategies for Students with Specific Learning Needs</i>	
	Considerations for Meeting Specific Learning	
	Needs in Skill and Instructional Areas <i>(Figure 49)</i>	283
Appendix E:	Graphic Organizers <i>(Figures 50-58)</i>	288
Appendix F:	Key Terms for Teacher Preparation	
	Model Methods Course: Elementary Level <i>(Figure 59)</i>	296
	Model Methods Course: Secondary Level <i>(Figure 60)</i>	297
Appendix G:	Cross-Content Workplace Readiness and	
	Systems Thinking	
	Illustrations of the Interdisciplinary, Systems Thinking	
	Approach	300
	GLOSSARY	306
	REFERENCES	310
	TEACHER RESOURCES	317

PREFACE

The *New Jersey World Languages Curriculum Framework* is a resource and guide for educational communities as they restructure their schools to align existing world language curricula with the *Core Curriculum Content Standards*. The standards reflect the goals for world language learning and are the basis for the future of well-articulated, extended-sequence world language programs in the state of New Jersey. These standards ensure not only a vertical articulation from one grade level to the next, but also a horizontal articulation reaching across the entire school curriculum. Students will be expected to develop communicative and cultural competence in a language in a progressive fashion along the continuum of the learning process. Students will use language to access information and resources. In addition, they will transfer knowledge acquired outside the world language classroom to the language learning process.

New Jersey emphasizes the importance of every student linking school-based learning with a career theme and having both school-based and work-based learning experiences. The five *Cross-Content Workplace Readiness Standards* are therefore included in this *World Languages Framework*.

This *Framework* is designed to be used by educators who practice in a variety of teaching environments from Kindergarten through Grade 12 (e.g., world language teachers/specialists and classroom teachers). Administrators, school board members, parents, local business leaders, and members of the community are also urged to utilize this *Framework* to assist them in creating and communicating a district vision of standards-driven world language classrooms. Participation in both the process and outcomes encourages the development of new strategies, the finding of additional resources, and a sense of energy and commitment to the teaching and learning of world languages.

This document presents broad, overarching concepts and ideas to assist in the development of district goals, curriculum, and instruction. It provides an overview of new instructional strategies and assessments that will enable educators to create supportive and effective learning environments.

This *Framework* acknowledges the practical difficulties involved in implementing an articulated sequence of K-12 world language programs. The guidelines and resources offered in this document will facilitate this transition process. The driving force in making the vision of the standards a reality is the belief that all New Jersey students should become functionally fluent in at least one world language other than English, as well as skilled in negotiating in other cultures as they make the transition from school to their life's work.

VISION: A NEW BEGINNING FOR WORLD LANGUAGES IN NEW JERSEY

The New Jersey World Languages Curriculum Framework envisions the following:

- *A well-articulated K-12 world language program that prepares all students to actively and effectively participate in the dynamic global community of the 21st century*
- *A continuous sequence of language learning, firmly grounded in research on second-language acquisition, that is integrated into the core curriculum*
- *An instructional sequence that provides opportunities to use language through meaningful, interactive experiences, enriched by culturally authentic content, and transacted as a cumulative and spiraling process*

ACKNOWLEDGEMENTS

The New Jersey Department of Education gratefully acknowledges the thoughtful contributions and outstanding efforts of the many educators, parents, and citizens who worked on this *Framework* project. We especially wish to note with appreciation those who served on the task force that developed the document in draft form; our partner organization, Johnson & Johnson; and the state's professional world language associations.

WORLD LANGUAGES CURRICULUM FRAMEWORK TASKFORCE

Leadership Team

JAY DOOLAN

Director

Office of Standards & Professional Development
Division of Academic & Career Standards
New Jersey Department of Education

JANIS JENSEN

World Languages Coordinator

Office of Standards & Professional Development
Division of Academic & Career Standards
New Jersey Department of Education

IRIS NAGLER

Framework Project Coordinator

Office of Standards & Professional Development
Division of Academic & Career Standards
New Jersey Department of Education

STEPHEN KOONTZ

Director

World Wide Research & Development
Johnson & Johnson Consumer Products

RAQUEL SINAI

Bilingual Education Coordinator

Office of Bilingual Education & Equity Issues
Division of Student Services
New Jersey Department of Education

ILIANA OKUM

Director

Office of Bilingual Education & Equity Issues
Division of Student Services
New Jersey Department of Education

GAIL DEL GAUDIO

Administrative Assistant

Office of Standards & Professional Development
Division of Academic & Career Standards
New Jersey Department of Education

WORLD LANGUAGES CURRICULUM FRAMEWORK TASKFORCE

Writing Team

HENRY ALLEGRETTI	Trenton School District
JAMES BRIGNOLA	Ocean Township School District
GERALDINE BRYAN	Lawrence Township School District
JULIA E. CABEY	Trenton School District
JEREMIAH CLIFFORD	East Orange School District
WILSON COLON	Cherry Hill Township School District
LISA MARIA DIAZ	Plainfield School District
VIVIANE GREENBERG	Freehold Regional High School District
MARY HOWARD	Little Silver Borough School District
CATHERINE M. JAHN	Newark School District
JANINA KUSIELEWICZ	Clifton School District
NANCY LAPIDOW-JOHNSON	Cherry Hill Township School District
DONNA LEWIS	Tenafly School District
TERESITA LOPEZ	Cherry Hill Township School District
MARLENE B. LYNCH	Lawrence Township School District
NILDA E. MACCARELLI	Plainfield School District
SUSAN MAISTER	Delran Township School District
CARMEN B. PEREZ	Newark School District
ALICE G. PODESTA	Clifton School District
SUSAN RADER	Holland Township School District
DIANE REILLY	Hillsborough Township School District
RENEE ROSEN	Howell Township School District
KENNETH L. RIZZUTI	Millburn Township School District
GUS SALAMEH	High Point Regional School District
KAREN SANCHEZ	Franklin Township School District
HARRIET SAXON	Rutherford School District
MARTIN J. SMITH	Princeton Regional School District
GINIA M. SORKIN	Freehold Regional School District
JUDITH SPEILLER	Edison Township School District
F. ALBERT WEAVER	Bridgewater-Raritan School District
ROSEANNE ZEPPIERI	Monmouth County Vocational School District

WORLD LANGUAGES CURRICULUM FRAMEWORK TASKFORCE

Review Team

IDA BILBOW	Perth Amboy School District
SUSAN BLANK	Middletown Township School District
MARY COSTELLO	Kearny School District
KELLIE CARMAN-DAVIS	Pleasantville School District
JOSEPH DIBIASE	Trenton School District
LORENZO FERREIRO	Irvington Township School District
JAN KAMPEL	Springfield Township School District
FAITH LESSIG	Jackson Township School District
IRMA LORENZ	Burlington Township School District
ALVIN LUBINER	Seton Hall University
ELAINE LUBINER	South Orange-Maplewood School District
MARY MACKENZIE	East Brunswick Township School District
JOHN MCMULLIN	Collingswood Borough School District
JOYCE MCNAMARA	Holmdel Township School District
JOSEPH MILLER	Delanco Township School District
JOYCE MITCHELL	Long Branch School District
JOYCE MONROE	New Milford School District
CHINWE OBI	Franklin Township School District
JUDITH O'LOUGHLIN	Ho-Ho-Kus School District
NICHOLAS PASCALE, JR.	Cinnaminson Township School District
ERWIN PETRI	Kean College
VICTORIA LAURICELLA-PRICE	Little Ferry School District
PHYLLIS REHM	Morris School District
DEBORAH ROSEN	Absecon City School District
INEZ SCHREINER	North Caldwell School District
ODETTE SILVA	Pleasantville School District
WILLIAM SLINGER	Piscataway Township School District
SYLVIA SMITH	Linden School District
LORENZO THOMAS	Mainland Regional School District
MAHLON WASHINGTON	Camden City School District
CAROLYN WEIR	Rutherford School District
WEI-LING WU	West Windsor-Plainsboro Regional School District

WORLD LANGUAGES CURRICULUM FRAMEWORK TASKFORCE

Special Education Team

BONNIE MERKEL	Special Education Consultant, New Jersey Department of Education
MARILYN BALZER	Washington Township School District
LISA CAPRON	Highland Park School District
JEREMIAH CLIFFORD	East Orange School District
GLORIA DUKES	Warren Hills Regional High School District
JODI FRAIMAN	Montvale School District
JEANETTE FUNG	Vineland City School District
LISA GARRIBRANT	North Brunswick Township School District
TONYA HARDIN GIBBS	East Orange School District
LYNN GINNSBERG	North Brunswick Township School District
LUISA HELUK	Montvale School District
DONNA HORVATH	Bridgewater-Raritan Regional School District
JANINA KUSIELEWICZ	Clifton School District
LISA NEVEAR	Somers Point School District
CHRIS RUSAK	Bridgewater-Raritan Regional School District
LISA SEWARD	Gloucester Township School District

American Sign Language Team

THERESE SHEEHAN	Coordinator for Educational Programs & Services New Jersey Department of Education
KIM ARRIGO and KAREN NOBLE	Marie Katzenbach School for the Deaf

Editors

MYRIAM CHAPMAN	Scenario Editor
NANCY SCHMIDT	Graphics Editor

The Department of Education also acknowledges the contributions of the following world language educators:

HARRIET BARNETT	American Council on the Teaching of Foreign Languages, Yonkers, New York
JACQUELINE BENEVENTO	Rowan University, Glassboro, New Jersey
MYRIAM CHAPMAN	Bank Street School New York City, New York
JANET L. GLASS	Dwight Englewood School, Englewood, New Jersey
GLADYS LIPTON	University of Maryland, Baltimore, Maryland
MYRIAM MET	Montgomery County School District, Maryland
SHIGERU OSUKA	Seton Hall University, South Orange, New Jersey
JUNE K. PHILLIPS	Weber State University, Ogden, Utah
MARY LYNN REDMOND	Wake Forest University, Winston-Salem, North Carolina
NANCY RHODES	Center for Applied Linguistics, Washington, D.C.
KATHLEEN RIORDAN	Springfield School District, Massachusetts

...and the following New Jersey chapters of professional associations:

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF)	VIVIAN LEVY, <i>President</i>
AMERICAN ASSOCIATION OF TEACHERS OF GERMAN (AATG)	HELENE ZIMMER-LOEW, <i>Executive Director</i>
AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE (AATSP)	JAY DUHL, <i>President</i>
CHINESE LANGUAGE ASSOCIATION OF ELEMENTARY/SECONDARY SCHOOLS	LUCY LEE, <i>President</i>
FOREIGN LANGUAGE EDUCATORS OF NJ (FLENJ)	ALVIN LUBINER, <i>President</i>
NJ ASSOCIATION FOR GIFTED CHILDREN (NJAGC)	ROBERTA BRAVERMAN & BARBARA SWICORD
NJ CLASSICAL ASSOCIATION (NJCA)	MARY ANNE STEWARD, <i>President</i>
NJ TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES/NJ BILINGUAL EDUCATORS (NJTESOL/NJBE)	MIHRI NAPOLIELLO, <i>President</i>
VOICE OF ITALIAN TEACHERS IN AMERICA (VITA)	DOMENICO TANCREDI, <i>President</i>