

New Jersey Department of Education: World Languages



Standard 7.1 (World Languages) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Graduation Requirement (N.J.A.C. 6A:8-5.1 (a) 1 viii): At least five credits in world languages or student demonstration of proficiency (i.e. DOE-approved assessments see p.32-33)

Not Evident	Approaching	Evident
<div style="background-color: red; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; background-color: white; margin: 10px;"> Computer-based instruction + interactions with an advanced L2 speaker* </div> </div>	<div style="background-color: yellow; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; background-color: white; margin: 10px;"> Increased time and intensity with an advanced L2 speaker* </div> </div> <div style="background-color: yellow; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; background-color: white; margin: 10px;"> Evidence of lessons and units to include: <u>Interpersonal mode</u> Presentational mode Interpretive mode </div> </div>	<div style="background-color: green; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; background-color: white; margin: 10px;"> Evidence of lessons and units to include: <u>Interpersonal mode</u> Presentational mode Interpretive mode </div> </div>
<p>Some indicators include:</p> <ul style="list-style-type: none"> • Computer-based instruction only • Worksheets • Focus on translation • Repetition and identification of basic vocabulary terms • Students taught by people who are unable to facilitate meaningful interaction/conversations in the target language 	<p>Some indicators include students that are able to:</p> <ul style="list-style-type: none"> • Respond to learned questions • Ask memorized questions • State needs and preferences • Describe people, places, and things • Demonstrate an understanding of communities, cultures, comparisons, connections, products, practices, and perspectives 	<p>Some indicators include students that are able to independently:</p> <ul style="list-style-type: none"> • Initiate, maintain, and end a conversation • Request, suggest, and make arrangements • Express an opinion and preference • Identify the main idea and some supporting details when reading • Infer the meaning of words when used in familiar contexts
<p>Examples: Computer programs (e.g. Rosetta Stone)</p>	<p>Examples: NJDOE WL Model Curriculum</p>	<p>Examples: NJDOE WL Model Programs</p>

* N.J.A.C. 6A: 9B-10.5 (b): Elementary school teachers, preschool through grade three teachers, and preschool teachers who teach world languages **halftime or less** shall be authorized to teach world languages in the grade levels authorized by their endorsement upon demonstrating linguistic competency in the designated world language as demonstrated on a Department-approved, nationally recognized test of oral language proficiency for spoken language or receptive/expressive proficiency for American Sign Language.