

Horizontal Matrix for World Languages

Key Concepts

The standards and cumulative progress indicators found in this matrix presume a sequential study of a world language for an extended period of time according to the guidelines set in the American Council on the Teaching of Foreign Languages *ACTFL Performance Guidelines for K-12 Learners*. However, in many world languages programs, there are multiple entry points that provide students the opportunity to begin a new language at different grade levels. **A novice or beginning language learner may be found in grades K-4, 5-8, 9-10 or 11-12. As such, teachers will need to modify both lesson content and related language tasks and performance assessments according to the age and grade level of the students.** For example, the topic of climate should be addressed differently with K-4, 5-8, and 9-10 novice learners in order to effectively meet the cumulative progress indicators. Such modifications enable the developmental progression of linguistic skills while maintaining high student interest through meaningful, relevant and cognitively engaging content.

Proficiency Levels in New Jersey Standards	Content often includes some combination of the following topics:
Novice-Mid	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Topics related to self: family, friends, home, school, wellness, leisure activities, basic needs (food, clothing, shelter), and animals • Topics that extend beyond self: geography, climate, cultural and historical figures, cultural symbols and customs
Novice-High	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Topics related to self: family, friends, home, school, wellness, leisure activities, basic needs (food, clothing, shelter), and animals • Topics that extend beyond self: geography, topography, places and events, transportation and travel, professions and work
Intermediate-Low	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Significant historical and contemporary persons and events • Global issues: population, consumption, environment, and career choices
Pre-Advanced	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Topics of broader cultural relevance: education, government, and political and economic institutions • Issues related to globalization and interconnectedness of cultures

Standard 7.1: Communication

Strand A: Interpretive Mode (understanding and interpretation of spoken or written communication)

<u>Novice-Mid (N-M) Learner</u>	<u>Novice-High (N-H) Learner</u>	<u>Intermediate-Low (I-L) Learner</u>	<u>Pre-Advanced (P-A) Learner</u>
<p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.</p>	<p>N-H 1: Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</p>	<p>I-L 1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p>P-A 1: Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.</p>
<p>N-M 2: Recognize common gestures, intonation, and other visual or auditory cues of the target culture.</p>	<p>N-H 2: Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.</p>	<p>I-L 2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.</p>	<p>P-A 2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions such as persuading, negotiating, offering advice.</p>
<p>N-M 3: Identify familiar people, places, and objects based on oral and/or simple written descriptions.</p>	<p>N-H 3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	<p>I-L 3: Discuss people, places, objects, and daily activities based on oral or written descriptions.</p>	<p>P-A 3: Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.</p>

N-M 4: Comprehend brief oral exchanges on familiar topics.	N-H 4: Comprehend short conversations and brief written messages on familiar topics.	I-L 4: Comprehend conversations and written information on a variety of topics.	P-A 4: Synthesize information from oral and written discourse dealing with a variety of topics.
N-M 5: Connect the learning of the target language to information studied in other core content areas.	N-H 5: Connect the learning of the target language to information studied in other core content areas.	I-L 5: Apply knowledge and skills gained in other core content areas to the learning of the target language.	P-A 5: Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
N-M 6: Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.	N-H 6: Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.	I-L 6: Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.	P-A 6: Analyze and critique readings from authentic texts and/or from a variety of art genres.
No appropriate cumulative progress indicator identified at this level.	No appropriate cumulative progress indicator identified at this level.	I-L 7: Compare and contrast unique linguistic elements in English and the target language.	P-A 7: Analyze elements of the target language and comparable linguistic elements in English.

Standard 7.1: Communication

Strand B: Interpersonal Mode (direct spoken or written communication)

<p><u>Novice-Mid (N-M) Learner</u></p> <p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p><u>Novice-High (N-H) Learner</u></p> <p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p><u>Intermediate-Low (I-L) Learner</u></p> <p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p><u>Pre-Advanced (P-A) Learner</u></p> <p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>	<p>N-H 1: Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>	<p>I-L 1: Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p>	<p>P-A 1: Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.</p>
<p>N-M 2: Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.</p>	<p>N-H 2: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.</p>	<p>I-L 2: Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.</p>	<p>P-A 2: Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.</p>
<p>N-M 3: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>N-H 3: Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p>	<p>I-L 3: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	<p>P-A 3: Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.</p>
<p>N-M 4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.</p>	<p>N-H 4: Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.</p>	<p>I-L 4: Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.</p>	<p>P-A 4: Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.</p>

<p>N-M 5: Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.</p>	<p>N-H 5: Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.</p>	<p>I-L 5: Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.</p>	<p>P-A 5: Analyze and critique a variety of culturally authentic selections.</p>
<p>No appropriate cumulative progress indicator identified at this level.</p>	<p>No appropriate cumulative progress indicator identified at this level.</p>	<p>I-L 6: Identify professions and careers that require proficiency in a language other than English.</p>	<p>P-A 6: Use language in a variety of settings to further personal and/or career goals.</p>

Standard 7.1: Communication

Strand C: Presentational Mode (spoken and written communication for an audience)

<u>Novice-Mid (N-M) Learner</u>	<u>Novice-High (N-H) Learner</u>	<u>Intermediate-Low (I-L) Learner</u>	<u>Pre-Advanced (P-A) Learner</u>
<p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>N-H 1: Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.</p>	<p>I-L 1: Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.</p>	<p>P-A 1: Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.</p>
<p>N-M 2: Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>N-H 2: Describe in writing using a guided format people and things from the home/school environment.</p>	<p>I-L 2: Use language creatively in writing to response to a variety of oral or visual prompts.</p>	<p>P-A 2: Use language creatively in writing for a variety of purposes.</p>
<p>N-M 3: Present orally or in writing information from age-appropriate, culturally authentic selections.</p>	<p>N-H 3: Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.</p>	<p>I-L 3: Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.</p>	<p>P-A 3: Explain the structural elements and/or cultural perspectives of authentic selections.</p>
<p>N-M 4: Name and label tangible products and imitate practices from the target culture.</p>	<p>N-H 4: Tell or write about products of the target culture and simulate common cultural practices.</p>	<p>I-L 4: Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.</p>	<p>P-A 4: Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.</p>

Standard 7.2: Culture

Strand A: Interpretive Mode (understanding and interpretation of spoken or written communication)

<u>Novice-Mid (N-M) Learner</u>	<u>Novice-High (N-H) Learner</u>	<u>Intermediate-Low (I-L) Learner</u>	<u>Pre-Advanced (P-A) Learner</u>
<p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Identify daily practices of people in the target culture(s).</p>	<p>N-H 1: Compare daily practices of people in the target culture(s) with their own.</p>	<p>I-L 1: Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.</p>	<p>P-A 1: Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.</p>
<p>N-M 2: Identify basic geographical features and some common landmarks in countries where the target language is spoken.</p>	<p>N-H 2: Describe the geographical features, types and effects of climate in countries where the target language is spoken.</p>	<p>I-L 2: Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).</p>	<p>P-A 2: Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues.</p>
<p>N-M 3: Identify aspects of the target culture(s) presented in photographs, children’s books, and plays.</p>	<p>N-H 3: Identify aspects of culture presented in photographs, plays, or films.</p>	<p>I-L 3: Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).</p>	<p>P-A 3: Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.</p>
<p>N-M 4: Identify distinctive cultural products of the target culture(s).</p>	<p>N-H 4: Identify common tangible and intangible cultural products of the target culture(s).</p>	<p>I-L 4: Examine tangible products of the target culture(s) and begin to infer why people produce and use them.</p>	<p>P-A 4: Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.</p>

Standard 7.2: Culture

Strand B: Interpersonal Mode (direct spoken or written communication)

<u>Novice-Mid (N-M) Learner</u>	<u>Novice-High (N-H) Learner</u>	<u>Intermediate-Low (I-L) Learner</u>	<u>Pre-Advanced (P-A) Learner</u>
<p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.</p>	<p>N-H 1: Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.</p>	<p>I-L 1: Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.</p>	<p>P-A 1: Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.</p>
<p>N-M 2: Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.</p>	<p>N-H 2: Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</p>	<p>I-L 2: Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.</p>	<p>P-A 2: Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).</p>

<p>N-M 3: No appropriate cumulative progress indicator identified at this level.</p>	<p>N-H 3: No appropriate cumulative progress indicator identified at this level.</p>	<p>I-L 3: Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.</p>	<p>P-A 3: Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.</p>
<p>N-M 4: No appropriate cumulative progress indicator identified at this level.</p>	<p>N-H 4: No appropriate cumulative progress indicator identified at this level.</p>	<p>I-L 4: Discuss the characteristics of the school community in the target culture and compare with those in the U.S.</p>	<p>P-A 4: Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.</p>
<p>N-M 5: No appropriate cumulative progress indicator identified at this level.</p>	<p>N-H 5: No appropriate cumulative progress indicator identified at this level.</p>	<p>I-L 5: Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.</p>	<p>P-A 5: Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.</p>

Standard 7.2: Culture

Strand C: Presentational Mode (spoken and written communication for an audience)

<u>Novice-Mid (N-M) Learner</u>	<u>Novice-High (N-H) Learner</u>	<u>Intermediate-Low (I-L) Learner</u>	<u>Pre-Advanced (P-A) Learner</u>
<p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Reproduce a variety of tangible products typical of the target culture(s).</p>	<p>N-H 1: Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.</p>	<p>I-L 1: Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).</p>	<p>P-A 1: Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.</p>
<p>N-M 2: Identify and reproduce expressive products typical of the target culture(s).</p>	<p>N-H 2: Describe and reproduce expressive products of the target culture(s).</p>	<p>I-L 2: Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.</p>	<p>P-A 2: Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.</p>
<p>N-M 3: Participate in age-appropriate activities related to special events celebrated in the target culture(s).</p>	<p>N-H 3: Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.</p>	<p>I-L 3: No appropriate cumulative progress indicator identified at this level.</p>	<p>P-A 3: No appropriate cumulative progress indicator identified at this level.</p>