Unpacking Novice for 2024 K-12 World Languages North Carolina Standard Course of Study

On July 11, 2024, the State Board of Education approved the 2024 North Carolina Standard Course of Study (SCoS) for World Languages for implementation starting in the 2025 - 2026 school year.

To successfully implement these standards, NCDPI has created Unpacking Documents to deepen the understanding of the proficiency-based objectives in the SCoS for World Languages. The purpose of these documents is to provide educators with a clear understanding of the expectations of the SCoS, the three proficiency levels, and their sublevels. This document aims to equip educators with the knowledge needed to support students' access to rich, standards-based instruction and to foster students' skill development in hearing, signing, speaking, reading, viewing, or writing the language they are studying.

This Unpacking Document focuses on the Novice proficiency level and its sublevels of Low, Mid, and High. The objectives are organized by proficiency level, strand, and standard followed by clarifications and "In the Classroom" ideas.

Please note that the "In the Classroom" ideas are designed to be target-language-neutral, so that they can serve as sample activities that could be adapted for any K-12 classical, heritage, or modern language and its learning environment, courses, and/or programs. The "In the Classroom" ideas are not meant to be an exhaustive list, nor are they intended to be the curriculum, which will be written by a local public school unit (PSU) or school.

Novice Low

Interdisciplinary & Literacy Connections Strand

Standard #1 Interpretive Mode

Understand, interpret, and analyze what is heard, read, or viewed.

NL.ILC.1.1

Identify memorized or familiar words and/or phrases when supported by gestures or visuals in informational texts.

Clarifications

Students recognize words or phrases about daily activities, events, and personal interests in authentic articles, brochures, charts, infographics, etc. when gestures or visuals are used to support their understanding.

In the Classroom

Students read or view a weekly weather report in the target language from a newspaper or broadcast that includes visuals (e.g., map, daily chart of temperatures, precipitation symbols, etc.). The teacher points to a visual and the students indicate that they know the word or phrase in the target language by saying or signing it (e.g., cold, hot, it's raining, on Friday, etc.) together as a class.

NL.ILC.1.2

Identify memorized or familiar words and/or phrases when supported by gestures or visuals in fictional texts.

Clarifications

Students recognize words or phrases about daily activities, events, and personal interests in authentic stories, fables, picture books, poems, etc. when gestures or visuals are used to support their understanding.

In the Classroom

Students listen to a recording or watch a video of a fable published and being told in the target language. Periodically, the teacher pauses the recording or video to ask students to share the words they recognized and then adds them to a word bank on the board. During the next class, students use the word bank to complete a graphic organizer in the target language with a summary of the fable.

Standard #2 Interpersonal Mode

Interact and negotiate meaning in signed, spoken, or written conversations.

NL.ILC.2.1

Express basic needs, using practiced or memorized words and/or phrases with the help of gestures or visuals.

Clarifications

Students communicate basic needs by using words or phrases that they have used or seen before as well as gestures or visuals to support expression.

In the Classroom

The teacher provides an anchor chart of class norms in the target language, which includes visuals and sentence frames for students to use when they need to ask a question, so that they can use the target language. For example, an image of a clock with the norm, “Finish your work on time” might be accompanied by the sentence frames: “Can I/we have more time to finish this ____?,” “Can I/we have ___ minutes more?,” or “Can I turn this _____ in by _____?“

NL.ILC.2.2

Express basic preferences or feelings, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students communicate biographical information and personal preferences by using words or phrases that they have used or seen before as well as gestures or visuals to support expression.

In the Classroom

The teacher provides a short list of questions in the target language that students can ask each other and respond using

vocabulary and sentence structures in the target language. For example:

- When is your birthday?
  My birthday is on _____ (month and day).
- What is your favorite _____ (food, school subject, sport, club, weather, month/season of the year)?
  I love/like _____.
- What is your least favorite _____ (food, school subject, sport, club, weather, month/season of the year)?
  I hate/don't like _____.

Students form two lines facing each other. When the teacher indicates to start, the students take turns asking and answering two of the questions with the person across from them. After a set time, the teacher has one line shift, so each student has a new partner. The students repeat the process until they have had the opportunity to interact with several of their classmates.

NL.ILC.2.3

Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students give information by responding to a few simple questions on personal interests by using words or phrases that they have used or seen before as well as gestures or visuals to support expression.

In the Classroom

The teacher creates a set of cards with the question "Who am I?" in the target language on one side and the name or picture of a well-known person on the other side (e.g., actors, athletes, fictional characters, historical figures, musicians, teachers, etc.). Students form small groups. One person chooses a card and looks at the person listed. The rest of the group takes turns asking simple questions in the target language, like the ones below:

- Is this person _____? Is this person _____ or _____?

(physical descriptions: tall, short, blonde, brunette, old, young)
- Is this person a _____?
  (job titles: actor, athlete, musician, president, teacher)
- Is this person _____?
  (current state: alive, dead, real, a character in a book)
- Is this person's name _____?

The student who asks the question, "Is this person's name _____?," and is correct then becomes the one to choose the next card and respond to the group's questions.

Standard #3 Presentational Mode

Present information, concepts, and ideas to listeners, readers, or viewers.

NL.ILC.3.1

Introduce themselves using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students say their name and share basic information about themselves by using words or phrases that they have used or seen before as well as gestures or visuals to support expression.

In the Classroom

Students draft a self-introduction in the target language which includes a greeting, their name, what classes they're currently taking, what clubs or sports they like, and what they plan to do after they graduate from high school. Each student shares their self-introduction by presenting it to the class.

NL.ILC.3.2

Express likes and dislikes using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students share personal preferences and interests by using words or phrases that they have used or seen before as well as gestures or visuals to support expression.

In the Classroom

Students form small groups and create a profile in the target language showing three things they all like, two things they don't like, and one thing they wish was different about their school. The profile can be shared as a spoken or signed presentation or in written form with visuals (e.g., collage, cartoon strip, poster).

NL.ILC.3.3

Label very familiar people, places, and objects using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students identify and name familiar people, places, and objects that they encounter in their daily lives by using words or phrases that they have used or seen before as well as gestures or visuals to support expression. Familiar people, places, and objectives may include family, friends, teachers, locations, items, etc.

In the Classroom

The teacher provides students with a diagram of a classroom or the school, or a map of a town they're studying, along with a list of several words to use in the target language. The students label their diagram or map using the names of the locations (e.g., cafeteria, classroom, post office, etc.), items in those locations (e.g. food, books, mail, etc.) and/or people they would meet or learn about there (e.g. student, teacher, postal worker, etc.).

Intercultural & Communities Connections Strand

Standard #1 Interpretive Mode

Understand, interpret, and analyze what is heard, read, or viewed.

NL.ICC.1.1

Identify a few memorized or familiar words and/or phrases in historical and/or modern resources from the target cultures, when supported by gestures or visuals.

Clarifications

Students recognize a few words or phrases that they have used or seen before in past and/or present authentic texts from the target cultures, when gestures or visuals are used to support their understanding.

In the Classroom

The teacher provides an authentic text that students have not worked with before, such as an epic poem or a podcast from a sister school partner in another country. The teacher provides students with a “Word Scavenger Hunt” or list of words and phrases to find while listening, reading, or viewing the text. As students work on the scavenger hunt, the teacher has them compare what they have found with a partner and highlight some of the main findings in the text.

NL.ICC.1.2

Identify a few products and practices of the target cultures.

Clarifications

Students recognize a few common items and patterns of social interactions from the target culture.

In the Classroom

The teacher plays a video clip from a movie, documentary, or other source showing a restaurant scene from the target culture. Students watch it several times and take notes about what they see and hear: familiar words or phrases, interactions between customers and employees, food and decor that is similar or different from their culture, etc. Students then choose a partner or small group to compare their notes, reflect on what they viewed, and make a list of their observations to share in a class discussion.

Standard #2 Interpersonal Mode

Interact and negotiate meaning in signed, spoken, or written conversations.

NL.ICC.2.1

Use culturally appropriate greetings and/or expressions of courtesy in interactions with peers from the target cultures and/or communities of learners.

Clarifications

Students use proper greetings and expressions in a way that aligns with the practices (patterns of social interactions) and perspectives (attitudes, meanings, values) of the target culture, when interacting with others from the target culture or language.

In the Classroom

The teacher prepares a set of cards with a variety of greetings and polite replies on them in the target language from the target cultures (i.e. different words for saying “Hello” or “How are you?” or “Goodbye” depending on the time of day or the person you’re addressing). Each student takes a card, reads it, and then finds a classmate with a corresponding card, so

that they can practice using the greeting and response, including any gestures or interactions that are needed, such as bowing, eye contact, hand shakes, etc.

NL.ICC.2.2

Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and/or phrases in familiar contexts.

Clarifications

Students interact with others from the target culture or communities of learners by using words or phrases that they have used or seen before in common situations.

In the Classroom

Teachers arrange for a class partnership. Each teacher provides a short list of interview questions in the target language that students can use with a peer:

- What is your name?
- Where are you from? (class period, school, county, country)
- What is your favorite _____ (food, school subject, sport, club, weather, month/season of the year)?
- What is your least favorite _____ (food, school subject, sport, club, weather, month/season of the year)?

Students then draw names of other students that they can interview at recess, during lunch, after school, via phone or virtual meeting, etc. depending on what the partnering teachers have arranged. The students make notes about what they learn during their conversations.

Standard #3 Presentational Mode

Present information, concepts, and ideas to listeners, readers, or viewers.

NL.ICC.3.1

Label typical products or practices from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students identify and name common products or patterns of social interactions by using words or phrases that they have used or seen before as well as gestures or visuals to support expression. Typical or common products include food, games, laws, music, etc. from target cultures.

In the Classroom

The teacher provides students with a list of foods in the target language, including pictures, photos, drawings, etc. The students indicate the meal (i.e. breakfast, lunch, dinner, snack) in which each food would be served in the target culture and in their culture.

NL.ICC.3.2

Copy and/or recite very simple poetry, songs, and/or quotes from the target cultures and/or communities of language learners, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

Clarifications

Students repeat or recite simple authentic texts from the target cultures or communities of language learners by using words or phrases that they have used or seen before as well as gestures or visuals to support expression.

In the Classroom

The teacher provides a list of quotes in the target language and reads them aloud or signs them with the class, repeating for practice. Students are then asked to choose a partner. Each pair selects one quote from the list and decides how to present it as a poster for the class display, then they create their poster, digitally or as a hard copy, featuring the quote and

any visuals that would help readers understand it who don't yet study this target language. After students are finished, they add their posters to the class display, such as on a hallway bulletin board or in an online space for their school.

Novice Mid

Interdisciplinary & Literacy Connections Strand

Standard #1 Interpretive Mode

Understand, interpret, and analyze what is heard, read, or viewed.

NM.ILC.1.1

Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in informational texts.

Clarifications

Students recognize some simple facts about daily activities, events, and personal interests in authentic articles, brochures, charts, infographics, etc. when gestures or visuals are used to support their understanding.

In the Classroom

The teacher selects a few short informational texts that contain familiar vocabulary and prepares visual aids that correspond with the texts' content to support comprehension. The teacher divides the class into small groups and assigns each one an informational text. Working in their groups, students read the text together, discussing the facts and any unfamiliar words. Students write down the identified facts in the target language and draw visuals to accompany their

facts. Each group presents their findings and visuals to the class, using gestures to support their presentation.

NM.ILC.1.2

Identify some basic facts using memorized or familiar words and phrases when supported by gestures or visuals in fictional texts.

Clarifications

Students recognize some words or phrases about daily activities, events, and personal interests in authentic stories, fables, picture books, poems, etc. when gestures or visuals are used to support their understanding.

In the Classroom

The teacher selects short fictional texts and prepares visual aids that correspond with key elements of the texts (e.g., characters, settings, etc.), then divides the class into small groups and assigns each one a fictional text. Working in their groups, students read the text together, discussing any unfamiliar words and referring to visuals for context. Students identify 2-3 basic facts about the story, using familiar words and phrases. Students write down the identified facts in the target language and draw visuals to accompany their facts. Each group presents their findings and visuals to the class, using gestures to support their presentation.

Standard #2 Interpersonal Mode

Interact and negotiate meaning in signed, spoken, or written conversations.

NM.ILC.2.1

Express basic needs, using practiced or memorized words and phrases, as well as simple sentences and questions.

Clarifications

Students communicate basic needs by using words or phrases that they have used or seen before in addition to simple sentences and basic questions.

In the Classroom

The teacher creates role cards that outline various scenarios and roles that would take place in a marketplace or restaurant and prepares visual aids and props relevant to the scenarios. The teacher also arranges the classroom to resemble the marketplace or restaurant, with different stations representing various shops or service areas. Each student receives a different role card (e.g., customer, shopkeeper, waiter, chef, etc.) and practices key phrases or questions associated with their assigned role (e.g., "I need…," "Can I have…?", “Would you like…?,” etc.). When the teacher prompts the class, students move around the classroom to interact with each other based on their roles. After the role play, the teacher holds a class discussion asking students to share their experiences. The teacher may ask follow-up questions, such as “What phrases did you find most helpful?” “How did you feel expressing your needs?” “Were there any challenges you faced?”

NM.ILC.2.2

Express preferences or feelings and react to those of others, using practiced or memorized words, phrases, simple sentences, and questions.

Clarifications

Students communicate biographical information and personal preferences, and emotions and respond to those of others by using words or phrases that they have used or seen before in addition to simple sentences and basic questions.

In the Classroom

The teacher creates preference cards with topics and corresponding phrases that students can use during the activity, and visual aids that illustrate different feelings and preferences. Students are divided into pairs and receive preference cards in pairs. Students take turns expressing their preferences or feelings using the phrases on their cards. The teacher instructs students to ask each other questions about their preferences and feelings, such as "What do you like to eat?"

"Do you like winter?" Students respond to each other's feelings in the target language (e.g., "That's great!" or "I understand how you feel."). After a set time, students switch partners and exchange preference cards. Students repeat the process to practice with multiple partners.

NM.ILC.2.3

Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using practiced or memorized words, phrases, and simple sentences.

Clarifications

Students ask and answer a few questions about familiar people, places, objects, and topics by using words or phrases that they have used or seen before in addition to simple sentences. Familiar people, places, objects, and topics may include family, friends, teachers, locations, items, daily activities, school and student events, personal interests, etc.

In the Classroom

The teacher prepares information exchange sheets and distributes them to every student. Students plan and write down their everyday questions in the target language using practiced or memorized words/phrases, for example: "What is your favorite food?" "What do you like to do on weekends?" "What time do you usually wake up?" etc. Students walk around in the classroom and ask classmates their questions and write down their responses. The teacher then holds a class discussion, asking students to share interesting answers they received. The teacher asks students to use complete sentences when sharing.

Standard #3 Presentational Mode

Present information, concepts, and ideas to listeners, readers, or viewers.

NM.ILC.3.1

Present information about their interests and activities using practiced or memorized words, phrases and simple

sentences.

Clarifications

Students share details about daily activities, school events, and personal interests with an audience using words or phrases that they have used or seen before in addition to simple sentences.

In the Classroom

The teacher prepares and provides students with several presentation templates that include prompts like: "My favorite hobby is…" "I enjoy… because…" "In my free time, I like to…". Each student selects a template and completes it using their own interests. Students are asked to use simple sentences and include visuals or drawings to support their presentations. After students present to the class, the teacher holds a class discussion about what they learned. The teacher asks follow-up questions like: “Which interest surprised you the most?” “Did anyone share an interest that you also enjoy?” “How did you feel about presenting?” etc.

NM.ILC.3.2

Express likes and dislikes on very familiar and everyday topics of interest, using practiced or memorized words, phrases and simple sentences.

Clarifications

Students share personal preferences and interests and everyday topics by using words or phrases that they have used or seen before in addition to simple sentences.

In the Classroom

The teacher displays two large poster boards in the classroom: one labeled "Likes" and the other "Dislikes.” The teacher provides sticky notes in two different colors: one for “likes” and one for “dislikes.” Students write 3-5 likes and dislikes on the corresponding sticky notes, using simple sentences in the target language (e.g., "I like pizza," "I don’t like broccoli"). Students place their sticky notes on the appropriate poster board and read their sticky notes aloud as they post them, practicing their pronunciation. Once the wall is complete, the teacher holds a class discussion. The teacher asks follow-up

questions like: “Which food did the most people like or dislike?” “Did anyone find common interests?” “How do you feel about some of the likes or dislikes shared?” etc.

NM.ILC.3.3

Provide information about very familiar and everyday topics using practiced or memorized words, phrases and simple sentences.

Clarifications

Students give information about daily activities, school events, and personal interests by responding to simple questions on personal interests by using words or phrases that they have used or seen before in addition to simple sentences.

In the Classroom

The teacher creates a set of cards with simple, familiar topics (e.g., "My favorite food," "My daily routine," "My favorite hobby," "My pet,” etc.).” The teacher also prepares any needed visual aids or props. Students divide themselves into pairs and receive a topic card. Students prepare a brief presentation about their topic, focusing on using simple sentences and practiced phrases in the target language. Students are also asked to think of additional details or examples to make their presentation interesting. Each group presents their topic to the class while the other pairs write down key information they hear. Once presentations are complete, the teacher holds a class discussion. The teacher asks follow-up questions like: “What was the most interesting thing you learned?” “Did anyone share a topic similar to yours?” “How did you feel about presenting?” etc.

Intercultural & Communities Connections Strand

Standard #1 Interpretive Mode

Understand, interpret, and analyze what is heard, read, or viewed.

NM.ICC.1.1

Identify some memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.

Clarifications

Students recognize some words or phrases that they have used or seen before in past and/or present authentic texts from the target cultures, when gestures or visuals are used to support their understanding.

In the Classroom

The teacher selects texts containing familiar vocabulary and prepares visuals that represent key themes or ideas from the texts. The teacher also creates gesture cards with actions that correspond to key vocabulary words or phrases from the texts (e.g., heart gesture for “love,” dancing motion for “celebration,” etc.). Students are divided into small groups and assigned a different text and set of gesture cards. Student groups read their text together, identifying familiar words and phrases**.** Each group presents their text to the class by reading a portion of the text and demonstrating their gestures for the identified vocabulary. The rest of the class then repeats the words and gestures together, reinforcing recognition and pronunciation. Students discuss what they learned from the texts and how the gestures helped them understand the language. Students are asked to share new words or phrases they found interesting and to give examples of how they might use them.

NM.ICC.1.2

Identify some products and practices of the target cultures.

Clarifications

Students recognize some common items and patterns of social interactions from the target culture. Products or items may include books, food, games, laws, music, etc.

In the Classroom

After a discussion about products and practices in the target cultures, students are divided into small groups. Each group chooses a specific country or region where the target language is spoken. The student groups research their chosen country or region, focusing on products and practices. Each group creates a summary of their findings, including pictures of the products, brief descriptions of each product and practice, and any interesting facts or anecdotes. Each group shares their findings with the class.

Standard #2 Interpersonal Mode

Interact and negotiate meaning in signed, spoken, or written conversations.

NM.ICC.2.1

Use culturally appropriate expressions and rehearsed behaviors in interactions with peers from the target cultures and/or communities of learners.

Clarifications

Students use proper expressions and practiced behaviors in a way that aligns with the practices (patterns of social interactions) and perspectives (attitudes, meanings, values) of the target culture, when interacting with others from the target culture or language.

In the Classroom

After a brief discussion about daily life activities in the target culture, students are asked what they think are important social interactions in everyday life (e.g., shopping, eating out, greeting friends, etc.). The teacher introduces culturally appropriate expressions relevant to each type of interaction (e.g., polite greetings, phrases for asking questions). Students are divided into small groups and assigned a specific daily life scenario along with a card that outlines a role-play with key vocabulary and expressions they should use (e.g., visiting a market, dining at a restaurant, greeting friends in a park). Students assign roles and perform their scenario for the class.

NM.ICC.2.2

Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and phrases, as well as simple sentences and questions in familiar contexts.

Clarifications

Students interact with others from the target culture or communities of learners by using words or phrases that they have used or seen before in addition to simple sentences and basic questions in common contexts.

In the Classroom

The teacher prepares conversation prompts, question cards, and vocabulary lists relevant to various contexts. The teacher distributes these materials to small student groups who engage in structured conversations using the prompts. Students take turns asking and answering questions while practicing their vocabulary and using simple sentences to build on each other's responses, such as: "I like ___ because...", "In my culture, we celebrate ___ by...", etc. Students rotate partners periodically. After the conversations, students reflect on their experiences by answering questions through writing or discussion, such as: "What phrases did you find most useful?" "How did it feel to engage in conversation in the target language?"

Standard #3 Presentational Mode

Present information, concepts, and ideas to listeners, readers, or viewers.

NM.ICC.3.1

Deliver short presentations that identify products or practices in the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.

Clarifications

Students give brief presentations that highlight products or patterns of social interactions in the target cultures and/or communities of language learners by using words or phrases that they have used or seen before in addition to simple sentences and basic questions in common contexts. Products may include food, games, laws, music, etc.

In the Classroom

The teacher discusses the importance of cultural products and practices in the target language while also providing examples, such as traditional foods, festivals, sports, music, or clothing. Students are divided into pairs or small groups and choose a specific food, festival, or craft from the target culture (e.g., sushi, Hanami, weaving, etc.). Students research their chosen topic to identify key characteristics of the product or practice and its cultural significance or history. Student groups prepare a short presentation that includes the product/practice name, key points and visuals, and a concluding statement about its importance in the target culture. Students present their topics to the class, and, after each presentation, the teacher allows time for questions, fostering interaction in the target language.

NM.ICC.3.2

Present and/or recite simple poetry, songs, and/or stories from the target cultures and/or communities of language learners, using practiced or memorized words, phrases, and simple sentences.

Clarifications

Students perform or recite simple authentic texts from the target cultures or communities of language learners by using words or phrases that they have used or seen before in addition to simple sentences.

In the Classroom

The teacher provides a collection of simple songs in the target language and reads their lyrics aloud or signs them with the class, repeating for practice. Students are then asked to choose a partner. Each pair selects one song from the list and decides how to act it out in a silent mini-skit. After students present their mini-skit to the class, the teacher asks the students in the audience to share their guesses in the target language about which song was acted out. If they are correct, the next pair is called to present; if not, the pair performing repeats their mini-skit or shares the song themselves

in the target language.

Novice High

Interdisciplinary & Literacy Connections Strand

Standard #1 Interpretive Mode

Understand, interpret, and analyze what is heard, read, or viewed.

NH.ILC.1.1

Identify the topic and some isolated facts in informational texts.

Clarifications

Students recognize the main topic and some key facts in authentic articles, brochures, charts, infographics, etc.

In the Classroom

The teacher prepares a selection of short informational texts, like a collection of infographics, on a variety of topics in the target language, and then divides students into small groups with each group assigned a different text. Student groups read their assigned text and highlight or underline the main topic of the text and circle key facts that support or provide detail about the topic. Each group shares their text and findings with the class. Students use complete sentences in the target language when sharing, and the teacher asks questions after each text is shared to check for comprehension.

NH.ILC.1.2

Identify the topic and some isolated elements in fictional texts.

Clarifications

Students recognize the main topic and some key facts in authentic stories, fables, picture books, poems, etc.

In the Classroom

The teacher prepares a selection of short fictional texts, like a collection of poems, on a variety of themes in the target language, and then divides students into small groups with each group assigned a different text. Student groups read their assigned text and highlight or underline the main theme of the text and circle key facts that support or provide detail about the theme. Each group shares their text and findings with the class. Students use complete sentences in the target language when sharing, and the teacher asks questions after each text is shared to check for comprehension.

Standard #2 Interpersonal Mode

Interact and negotiate meaning in signed, spoken, or written conversations.

NH.ILC.2.1

Interact to meet basic needs related to everyday activities, by using simple sentences and questions.

Clarifications

Students converse with others to fulfill basic needs by using simple sentences and basic questions.

In the Classroom

The teacher prepares scenario cards on common everyday situations along with vocabulary lists with key phrases and questions, as well as appropriate props (e.g., shopping for groceries, asking for directions, making an appointment). Student pairs are assigned a situation and brainstorm sentences and questions in the target language they might need to use in their particular situation (e.g., “I need…”, “How much is this?”, “Can I have…?”, “Where is…?”). Each pair role plays an interaction related to their assigned situation for another student pair, using simple sentences and questions. Afterwards, students ask questions or provide feedback to their classmates in the target language using simple sentences

like “I liked when you said…” or “You could add…”.

NH.ILC.2.2

Express, ask about, and react to preferences, feelings, or opinions on familiar topics, by using simple sentences and questions.

Clarifications

Students communicate biographical information and personal preferences, emotions, or perspectives by using simple sentences and basic questions.

In the Classroom

The teacher prepares topic cards on the state fair or a similar event with sentence starters and vocabulary lists in the target language that can be used to communicate preferences, feelings, and opinions (e.g., “I feel happy when...",” I prefer…”, “In my opinion…”, etc.). The teacher assigns topic cards to each student and asks them to pair up with a classmate to take turns asking questions and expressing their preferences related to the topic card (e.g., "What do you prefer?" "How do you feel about...?", etc.). Students practice using the vocabulary and sentence structures discussed and write down new phrases they learn during their discussions.

NH.ILC.2.3

Request and provide information by asking and answering with practiced and some original questions on familiar and everyday topics, by using simple sentences.

Clarifications

Students ask and answer original questions or questions they have used or seen before about familiar people, places, objects, and topics by using simple sentences. Familiar and everyday topics include daily activities, school and student events, personal interests, etc.

In the Classroom

The teacher divides students into small groups and provides them with a set of question cards. Students take turns picking a question card and asking it to one of their group members. The student receiving the question must respond with a simple sentence. Other students in the group ask follow-up questions based on the response shared.

Standard #3 Presentational Mode

Present information, concepts, and ideas to listeners, readers, or viewers.

NH.ILC.3.1

Present information about their lives and activities, using simple sentences most of the time.

Clarifications

Students share details about their lives and activities with an audience, mostly using simple sentences.

In the Classroom

Students create a five-slide presentation with each slide covering a different detail of their lives:

- Slide 1: Introduction (Name and age)
- Slide 2: Family (Who is in their family)
- Slide 3: Hobbies (What they like to do)
- Slide 4: Daily Routine (What they do regularly)
- Slide 5: Favorite Food/Activities (What they enjoy)

Students write key phrases or vocabulary from their slides on index cards. The students present their slides to the class, using simple sentences in the target language. When the presentations are finished, the teacher concludes the activity by discussing what new vocabulary was learned.

NH.ILC.3.2

Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.

Clarifications

Students share personal preferences and interests and everyday topics, mostly using simple sentences.

In the Classroom

Students select two to three familiar or everyday topics that they like from a provided list, and then create a poster for their chosen topics that includes:

- A title reflecting the topics
- At least three drawings or pictures that represent their preferences
- Simple sentences in the target language expressing the above preferences

Once posters are ready, each student displays their poster around the room, and the class does a gallery walk where students walk around the room, view each other's posters, and leave feedback with sticky notes with comments or questions for their classmates. When the gallery walk is finished, the students review the feedback they received and make any changes that will improve their sentences in the target language before submitting the poster assignment for a grade.

NH.ILC.3.3

Provide information about familiar and everyday topics, using simple sentences most of the time.

Clarifications

Students give information about daily activities, school events, and personal interests, mostly using simple sentences.

In the Classroom

The teacher creates three different stations, each focusing on a specific familiar or everyday topic. In pairs, students visit

each station for a set amount of time to complete the activities:

- Station 1: Favorite Foods & Meals
    - Students view pictures of food at different meal times or settings (e.g., home, restaurant, school) and match them with corresponding sentences in the target language. Then they work with their partner to write a new sentence or add on details to the ones at the station.
- Station 2: Hobbies and Activities
    - Students view a list of hobbies and activities and talk with their partner about which ones they enjoy doing. Then they work together to create sentences about what they like or don't like to do that the next pairs of students at the station can add on to.
- Station 3: Daily Routine
    - Students view pictures of clocks set to different times of the day, and then work together to write three simple sentences telling what daily activities they are doing at those times.

After completing all stations, the teacher brings the class together and asks students to share something new they learned or enjoyed about each topic.

Intercultural & Communities Connections Strand

Standard #1 Interpretive Mode

Understand, interpret, and analyze what is heard, read, or viewed.

NH.ICC.1.1

Identify many memorized or familiar words and phrases in historical and/or modern texts from the target cultures, when supported by gestures or visuals.

Clarifications

Students recognize many words or phrases that they have used or seen before in past and/or present authentic texts from the target cultures, when gestures or visuals are used to support their understanding.

In the Classroom

The teacher prepares copies of three short historical or modern texts in the target language with a scavenger hunt or list of vocabulary words or phrases to find. Students complete the scavenger hunt for the text they have, and then find two partners who had the other texts. Together the students share their scavenger hunts, compare what they did or did not find, and then talk about words or phrases in their texts where they used context clues or information with cultural significance to help determine meanings.

NH.ICC.1.2

Identify many products and practices of the target cultures.

Clarifications

Students recognize many common items and patterns of social interactions from the target culture. Products or items may include books, food, games, laws, music, etc.

In the Classroom

The teacher prepares a display of cultural artifacts or images that include labels, signs, or other information in the target language. Students observe the display area and study the materials silently for a short period of time, then the teacher puts students in pairs. Each pair selects an item from the display to research in more depth and find a resource about it in the target language, such as an online encyclopedia article, a webpage from a city or museum, or a text that the class has worked with. Each pair shares the resource they've found by adding it to the display, and then the teacher highlights the information found and the cultural significance and/or context that the resource provides.

Standard #2 Interpersonal Mode

Interact and negotiate meaning in signed, spoken, or written conversations.

NH.ICC.2.1

Recognize basic social conventions in interactions with peers from the target cultures and/or communities of learners by using culturally appropriate greetings and questions.

Clarifications

Students identify basic social norms when interacting with others from target cultures and/or communities of learners, by using proper expressions and questions. Examples may include using appropriate titles or salutations; gestures, eye contact, and physical proximity; question format; filler words, etc.

In the Classroom

The teacher divides students into pairs and gives them a set of greetings and questions to practice and role play in short dialogues. The teacher provides an example, like the one below, in the target language, emphasizing the use of social norms in conversations, such as eye contact, personal space, and turn taking:

- Student A: "Hello! How are you?"
- Student B: "I'm good, thank you! What is your name?"
- Student A: "My name is ___. Nice to meet you!"

Student A greets Student B using a culturally appropriate greeting (e.g., "Hi! How are you?"). Student B responds and asks a question of their own (e.g., "What do you like to do?"). After a brief exchange, the students pair up with a new partner and the process repeats.

NH.ICC.2.2

Engage with peers from the target cultures and/or communities of learners by using simple sentences and questions in

familiar contexts.

Clarifications

Students interact with others from the target culture or communities of learners by using simple sentences and basic questions in common contexts.

In the Classroom

The teacher provides a collection of items and/or images from the target cultures in bags or boxes for a group activity. In small groups, each student takes a turn picking an item or image from the group's bag or box without showing it to others and describes it using simple sentences in the target language. The rest of the group listens and guesses what the object is, using basic questions.

Standard #3 Presentational Mode

Present information, concepts, and ideas to listeners, readers, or viewers.

NH.ICC.3.1

Deliver short presentations that describe products or practices in the target cultures and/or communities of language learners, using simple sentences most of the time.

Clarifications

Students give brief presentations that highlight in detail the products or patterns of social interactions in the target cultures and/or communities of language learners, mostly using simple sentences.

In the Classroom

Students choose a custom from the target cultures to demonstrate. Students give a brief presentation to the class

explaining the steps using simple sentences in the target language, such as:

- “First, you ___.”
- “Then, you ___.”
- “Finally, you ___.”

After the presentation, students ask a classmate to demonstrate the custom while providing guidance using simple sentences. After all presentations, the teacher holds a class discussion about customs they found interesting and how they compare to their own cultures or communities.

NH.ICC.3.2

Provide information about very familiar topics from the target cultures and/or communities of language learners, using simple sentences most of the time.

Clarifications

Students share information about activities, events, and interests from the target cultures and/or communities of language learners, mostly using simple sentences.

In the Classroom

Students choose annual events from the target cultures and prepare a short presentation, such as a 1-minute elevator speech, using simple sentences such as:

- “The event or tradition is called ___.”
- “It happens in _____ (season/month/location).”
- “It’s important because _____.”
- “People celebrate by __.”
- “I like it because __.”

After the presentations, students discuss which events they would like to participate in or experience and why.