

World Languages

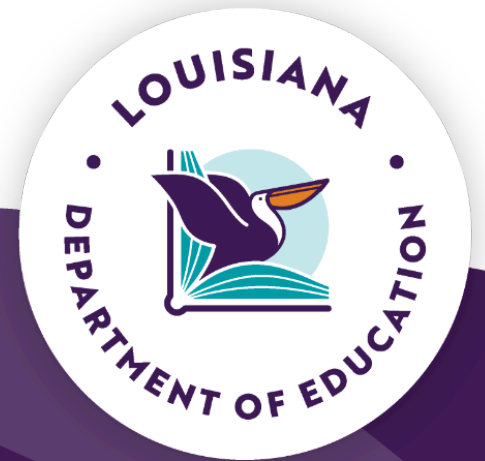
Novice Level Curriculum

Middle and High School

Level 1 / Level 1A and 1B

ALL LANGUAGES

Released Summer 2025





To assist teachers and administrators with the implementation of World Languages (WL) programs, this document provides multiple layers of guidance and instructional resources for **NOVICE LEVEL WORLD LANGUAGES COURSES** for Middle and High School and is aligned with the [Louisiana World Language Content Standards for Modern Languages](#).

This guidance document is considered a “living” document, as LDOE believes that teachers and other educators will find ways to improve the document as they use it. Please send feedback to language.acquisition@la.gov so that your input may be used when updates are made.

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Unit 2 “Can Do” Statements

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Unit 3 “Can Do” Statements

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Unit 4 “Can Do” Statements

End of Course Project and Product Ideas

Unit 1:

Who am I?

Level 1 Annual Goal: To effectively communicate and show understanding on very familiar topics and describe oneself and their immediate world.

Unit 1: Who am I?					
Duration of Unit	Full Course: 1st quarter/9 weeks Half Course: Year 1, Semester 1	Level(s)	1 1A	Performance Target(s)	NL-NM
Unit Theme	Personal and Public Identities: Getting Acquainted				
Unit in Context	Unit 1.1: Greetings and Courtesies Unit 1.2: Essential Classroom Navigation in the Target Language Unit 1.3: Likes and Dislikes				
Unit Topics	Unit 1.1: Greetings and basic conversation; numbers 0-31; the calendar; select geography; introduction to weather Unit 1.2: Classroom phrases; school items; school subjects Unit 1.3: Likes and dislikes; exploring free-time, hobbies, and sports (as related to school clubs and teams)				
Essential Question(s)	Unit 1.1 Who am I? <ul style="list-style-type: none"> How do I introduce myself and others to people in my community? How do I complete a simple job application or basic informational form in the target language? Unit 1.2 How do I navigate a world language classroom? <ul style="list-style-type: none"> What might I find in a classroom and how do I describe those elements? What class subjects are available to explore? What target language phrases are essential in the world language class? Unit 1.3 How do I spend my time after school? <ul style="list-style-type: none"> What activities do I find enjoyable? What does it mean to be overscheduled? How do my free time activities compare to those in the target language populations? 				
Transition and Connection to Units	<p>Each unit will use the spiral approach to build on previous units. Units will contain some repetition to be used as a building block to discuss similar subjects at a higher level. Each unit is scaffolded to introduce concepts at an appropriate level for novice learners.</p> <p>This unit introduces learners to a minimal level of communication that centers on self.</p>				

Level 1 Annual Goal: To effectively communicate and show understanding on very familiar topics and describe oneself and their immediate world.

Unit Objectives	
What will students be able to do, or what knowledge will they gain by the end of this unit?	<p>The learner will:</p> <ul style="list-style-type: none">• have a basic conversation on very familiar topics, e.g., greetings, birthdays, pastimes, physical descriptions, family, etc.• exchange basic information with others in a variety of formats.• interact with others in appropriate and respectful ways in everyday situations according to target language traditions.
“I Can...” Statements Overview by Unit End	
Language Proficiency	I can have a simple conversation on very familiar topics using gestures and memorized phrases/words in the target language, as appropriate to target language traditions.
Connections	I can greet people appropriately using memorized phrases/words in the target language.

Unit 1.1

Essential Questions	<p>Who am I? How do I introduce myself and others to people in my community? How do I complete a simple job application or basic informational form in the target language?</p>
Authentic Materials and Resources	<p>"I Can..." Statement Bank <i>Choose from the bank or create your own.</i></p>
<ul style="list-style-type: none"> • "Easy _____" YouTube series: Target language interpretive videos highlighting a variety of languages and locations. • University of Cambridge: interactive, online games showing the relevance and importance of languages. • Planet Word Museum: online activities to introduce the importance of languages. 	<ul style="list-style-type: none"> • I can identify both reasons to learn a world language, and career fields where knowing a world language is an asset. • I can follow classroom norms to maintain a target language environment, e.g., understanding and appropriately using greetings, common daily expressions, expressions of gratitude. • I can have a simple, target language appropriate, introductory conversation using words and memorized phrases, which may include greetings, introductions, and/or leave-taking. • I can recognize the sounds of most letters when spelling proper nouns (names and countries) and writing words or phrases that I have learned. • I can ask for and express numbers in contexts, e.g., age or phone numbers. • I can recognize individual words and memorized phrases in authentic texts, e.g., a read-aloud story, a video introduction, or a song. • <i>Locally developed "I Can Statement(s)," as appropriate</i>
Unit 1.1 Topics	<ul style="list-style-type: none"> • Greetings • Basic sounds of the target language (TL), e.g., alphabet, symbols, special characters • Name, age, origin, where one lives • Basic numbers (0-20) • Days of the week
Grammatical Structures	<ul style="list-style-type: none"> • Novice Low/Introductory: limited primarily to communications of one or two word and memorized phrases • 1st, 2nd, and 3rd person singular pronouns • Introduction to word order, e.g. statement, question, etc.
Supporting Sentence Frames	<ul style="list-style-type: none"> • My name is _____. What is your name? • I am____; You are_____.

Unit 1.1

	<ul style="list-style-type: none"> How is/are___?
Vocabulary Bands	<ul style="list-style-type: none"> Greetings (formal and informal) Numbers 0-20 Age Days of the week Target language country names (1-3) Question words Essential classroom questions and expressions Expressing gratitude Descriptive Statements: personal descriptions and where one is from and/or lives, e.g., I am, I have, I live, He/she is, he/she has, he/she lives, etc.
Suggested Activities	<p>How do I introduce myself and others to people in my community?</p> <ul style="list-style-type: none"> New Friends Activity: Students are given a brief reading which introduces them to someone “new.” This person is between the ages of 0-20 and lives in a city from the TL. The students then tell at least 3 other students about their “new friend.” Video Introduction Activity: Teacher shows videos of people greeting each other according to target language traditions. Through class discussion, students find differences and similarities. <p>How do I complete a simple job application or form about myself?</p> <ul style="list-style-type: none"> Authentic Resource Activity: Students are given an authentic informational form, e.g., visa/passport application, or other simple application to complete. With names omitted, students have to find the owner. Students then ask each other clarifying questions about the information on the form, e.g., How old are you?; Is your address___? <p>Other Activities</p> <ul style="list-style-type: none"> Guess My Number Activity: Students write down 3 different cardinal numbers between 0-20, each on a separate slip of paper. Students walk around the room and guess each other’s numbers. The student with the most numbers at the end wins. <p>General activities to be used throughout all units:</p> <ul style="list-style-type: none"> Bingo: Uses may include vocabulary, tasks, or terms Kahoot/Quizz/Quizlet/Blooket: Uses may include vocabulary review Reflection Journal: Students are given questions in English to complete at home (in English). The questions ask them to reflect on the unit topic and how it compares to their own lives. The teacher creates a guided activity in the target language to present and compare the

Unit 1.1

students' answers.

Summative Tasks and Projects

Interpersonal

Students can introduce themselves and others without a written script.

Interpretive

Students can read or listen to a short, simple description introducing someone and give details which may include: origin, age, name, and additional details.

Presentational

Students can write and present an introduction about themselves to an audience.

Unit 1.2

Essential Questions	<p>How do I navigate a world language classroom?</p> <p>What might I find in a classroom and how do I describe those elements?</p> <p>What class subjects are available to explore?</p> <p>What phrases and expressions are essential to establish and sustain a target language environment?</p>
Authentic Materials and Resources	<p>“I Can...” Statement Bank</p> <p><i>Choose from the bank or create your own.</i></p>
<ul style="list-style-type: none"> • Twinkl.com: collection of math sheets with numbers and colors in the target language. 	<ul style="list-style-type: none"> • I can identify specific school-related information from an authentic text, e.g., school schedule, including the names of courses and instructors. • I can describe classroom objects using simple adjectives, e.g., size, color, etc. • I can understand and respond appropriately to essential classroom communications such as teacher praise, simple questions, and classroom commands. • I can use basic questions to ask for information and to ask for help in the classroom. • I can recognize some basic words and question words from an authentic conversation, song, story, or announcement. • <i>Locally developed “I Can Statement(s),” as appropriate</i>
Unit 1.2 Topics	<ul style="list-style-type: none"> • Classroom phrases • School items • School subjects
Grammatical Structures	<ul style="list-style-type: none"> • Basic simple sentence structure, including time, manner, and place, e.g., subject, verb + one detail, etc. • Basic imperative sentence structures, e.g., commands and requests, etc. • Word order of sentences with adjectives and direct objects • Basic high frequency verb conjugations • Language specific introductory structures, e.g., nominative and accusative case, adjective agreement, etc. • Introduction to plurals • Possessive adjectives, e.g., his, her, their, mine, etc.
Supporting Sentence Frames	<ul style="list-style-type: none"> • I have___; I am___ • He/she has___; He/she is___

Unit 1.2

	<ul style="list-style-type: none"> • They have ___; They are___ • There is___; There are___
Vocabulary Bands	<ul style="list-style-type: none"> • Classroom items, e.g., desk, chair, student, teacher, map, door, computer, calculator, board, window, door, light, bell, clock, poster, etc. • Backpack items, e.g., pencil, pen, markers, paper, binder, textbook, tablet, etc. • Classroom commands (recognize and react), e.g., Find a partner; Sit down; Stand up; Speak quietly. • Classroom phrases (for daily use), e.g., May I... sharpen my pencil; get water; go to the bathroom; I don't know; How do you say...?; Excuse me; Where is___? • Months of the year • School subjects • School actions, e.g., to learn, to study, to need, to write, etc. • Descriptive adjectives, e.g., big, small, old, new, long, short, etc. • Colors
Suggested Activities	<p>What is in a classroom, and can I give a basic description of these items?</p> <ul style="list-style-type: none"> • Classroom Label Activity: Label a picture of a classroom from the target language. As a follow up, students write simple sentences to describe the objects in the classroom, e.g., The pen is red; The boy has a notebook. • Student-created Slideshow Activity: Students create a slideshow of what is in their backpack using brands from the target language. Students include basic information about the items, e.g., I have 2 pencils; They are blue; One does not have an eraser; etc. <p>What subjects are learned?</p> <ul style="list-style-type: none"> • Schedule Comparison Activity: Students compare an American school schedule to a schedule from the target language. Discuss the basic differences between the two schedules and subjects studied. Note: These discussions can be simple responses to questions with answers. • Picture Labeling Activity: Students receive prompts with pictorial representations. Students label the pictures using the correct subject in the TL, e.g., <i>Mathe</i> under a picture of an equation, etc. • TL Classroom Video Activity: Students watch videos of different subjects being taught in the target language and identify the subjects. <p>What phrases are essential to conducting a class in the target language?</p> <ul style="list-style-type: none"> • Simon Says Activity: use the target language name for the game, e.g., <i>Jacques a dit</i>.

Unit 1.2

Students will act out basic classroom procedures during this game.

- **Charades Activity:** students act out classroom commands while other students use the learned phrases to guess the correct answer.

Other Activities

- **Uno:** Uses may include practice with colors and numbers.
- **Elementary math coloring sheets:** Students complete TL math sheets with colors and numbers.
- **Daily Reporter:** Create a classroom routine where, at the start of each class period, an assigned student reports on the weather, class attendance, lunch menu, etc.

Summative Tasks and Projects

Interpersonal

Student Schedule Survey

- Students receive a blank schedule with the categories *Class Hour*, *Subject* and *Teacher* labeled in the target language. Students complete the schedule with their information. Next, students must ask at least two other students for their same information. *Note: For this activity, students would ask simple questions such as, what is your class first hour? Who is your teacher? Additional add-ons could include adding categories such as favorite class, class with most homework, etc.*

Interpretive

Students answer questions from an authentic class schedule in the target language.

Presentational

Students take a survey and present a basic summary to the class.

Unit 1.3

Essential Questions	<p>How do I spend my time after school?</p> <p>What activities do I find enjoyable?</p> <p>How does weather inform or impact activities?</p> <p>What does it mean to be overscheduled?</p> <p>How does your free time compare to free time in target language communities?</p>
Authentic Materials and Resources	<p>“I Can...” Statement Bank</p> <p><i>Choose from the bank or create your own.</i></p>
<ul style="list-style-type: none"> • Statista Statistics • Weather forecasts: written, infographics, video • News headlines from the target language • Movie Clips from the target language 	<ul style="list-style-type: none"> • I can write the months, the seasons, and the date, including the day of the week, to create a plan or an annual calendar. • I can recognize when time is expressed in 12 or 24 hour format. • I can pose simple questions to ask others about their likes and dislikes and respond appropriately to maintain a conversation. • I can present some basic information about activities that I do in my free time. • I can use an infographic to interpret what people in other countries do in their free time. • <i>Locally developed “I Can Statement(s),” as appropriate</i>
Unit 1.3 Topics	<ul style="list-style-type: none"> • Hobbies and activities • Expressing likes and dislikes • Basic weather
Grammatical Structures	<ul style="list-style-type: none"> • Expressing likes and dislikes in the TL • Third person singular and plural
Supporting Sentence Frames	<ul style="list-style-type: none"> • I like/dislike/prefer___ + noun. • I like/dislike/prefer___ + infinitive. • Today is the (date) of (month). • Today, the weather is___. • I/He/She (performs an activity), e.g., play, read, do, watch.
Vocabulary Bands	<ul style="list-style-type: none"> • Hobbies • Sports • Likes • Dislikes

Unit 1.3

- Question words
- Months
- Seasons
- Weather (including adjectives/verbs)

Suggested Activities

What activities do I find enjoyable?

- **Comparison Activity:** Using an authentic resource, discuss the different activities shown/available, e.g., brochure for a camp, an advertisement for the Olympics, an informational picture from a youth hostel, etc. Are these activities typical for the students? Why? Why not?
- **Rating Activity:** Provide students with a list or set of pictures, e.g., activities, subjects, sports, etc. Have students rate their own abilities, i.e., good, okay/fine, not so good, etc. Next, have students rate their likes for those items with a simple like or dislike. Compile the results for each class to compare in a follow up discussion.
- **Bingo Activity:** Have students illustrate different activities and/or types of weather. Students will walk around the class and ask each other questions in the target language (like or dislike the activities/types of weather). Students then respond with a like or dislike statement and sign the paper. The goal is to have a *Bingo* of all likes or all dislikes.
- **Categories Activity :** Students categorize the activities that they like to do during different weather conditions. The teacher guides them with some sentence frames to present the information, e.g., When it rains, I like to read.

What does it mean to be overscheduled?

- **Scheduling Activity:** Students complete a planner that is broken down by day and hour with the activity that they do during that time. Students then define what is *overscheduled* and what is not. Question to pose to students: Do the activities after school count as free time? Use the infographic from the next activity to support and compare.
- **Reflection Journal Activity:** Students complete a reflection journal, in English, at home. Suggested example questions: Do you think you are overscheduled? What does overscheduled mean? What are the benefits and disadvantages to being overscheduled? Is your age generation more overscheduled than the previous one? Why or why not? Do you think that your schedule is similar to someone from the target language?

How does your free time compare to free time in target language communities?

- **Free Time Infographic Activity:** Use an infographic that shows how students of similar ages spend their free time. Students discuss the differences, then create and administer their own

Unit 1.3

questionnaire. How does the student questionnaire compare to that of target language communities?

- **Free Time Video Activity:** Students view a clip from a movie or television show from the target language that shows people of a similar age during their free time. Students then list the activities that they saw and compare it to how they spend their free time.

Other Activities

- **Picture Talk Activity:** Teacher presents picture or authentic weather forecast. Students describe the activity/weather forecast.

General Activities: to be used throughout all units

- [Flyswatter](#)

Summative Tasks and Projects

Interpersonal

- Students interview classmates about their free time using a survey or questionnaire.
- Students question and discuss the weather with each other.

Interpretive

- Students can read and interpret authentic graphs about how others spend their free time, in the TL.
- Students can listen and watch a weather forecast from a TL speaking country and give the main idea and a few supporting details.

Presentational

- Students create a children's book about likes and dislikes using simple sentences and visuals. Students present their books to the class.
- Students present a 3-day weather forecast from a TL country using the TL temperature system.

Remainder of units will be published in Summer 2025.