



Summary of Additions, Deletions, and Revisions 2020 New Jersey Student Learning Standards – World Languages

June 2020

Based on public feedback and review, the Draft New Jersey Student Learning Standards (NJSLS) posted in February of 2020 have been updated. The updated documents use **bolding** to indicate additions and revisions, and brackets [] to indicate deletions. This formatting is not accessible to many people. This document serves as the alternate version of the **bolded** and [bracketed] content. It lists all *meaningful* additions, deletions, and revisions.

Revisions

This section includes revisions made to performance expectations.

Performance Expectations

7.1 World Languages

By the end of Novice Low

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
|--|---|--|
| 7.1.NL.IPRET.1: Identify memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. | 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. | Replaced “memorized and practiced words” with “a few memorized and practiced words” |
| Greetings based on family status, similarities and differences of school supplies in the target culture and in students’ own cultures, authentic songs and dances as a reflection of target culture people. | Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students’ own cultures, authentic songs and dances as a reflection of target culture people. | Replaced “based on family status” with “based on different levels of language formality within the family” |

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
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| 7.1.NL.IPERS.2: Share basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. Often the speaker uses gestures and/or visuals to convey meaning. | 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. | <ul style="list-style-type: none"> • Replaced “share basic needs” with “With the help of gestures and/or visuals, share with others basic needs” • Removed “Often the speaker uses gestures and/or visuals to convey meaning.” |
| 7.1.NL.IPERS.3: Express a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. | 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. | Replaced “express” with “tell others” |
| 7.1.NL.IPERS.5: Imitate a few culturally authentic gestures when greeting others and during leave takings. | 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. | Replaced “imitate” with “enact” |
| 7.1.NL.IPERS.6: Share names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | Added “with others the” |
| Greetings based on an individual’s status, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. | Greetings based on different levels of language formality , school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. | Replaced “based on an individual’s status” with “based on different levels of language formality” |

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
|---|--|---|
| 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced. Often the information is supported by gestures and visuals. | 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. | Replaced “Often the information is supported by gestures and visuals” with “often using gestures and visuals to support communication”. |
| 7.1.NL.PRSNT.4: Express names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | Replaced “express names” with “state the names” |
| Greetings based on an individual’s status, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. | Greetings based on different levels of language formality , school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. | Replaced “based on an individual’s status” with “based on different levels of language formality” |

By the end of Novice Mid

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
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| 7.1.NM.IPERS.1: Request and provide information by asking and answering simple questions, using memorized words and phrases. | 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. | Replaced “simple questions” with “simple, practiced questions” |
| 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and daily interactions. | 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. | Added “in” |

By the end of Intermediate Low

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
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| 7.1.IL.IPRET.1: Restate and describe the main idea and some details of short articles, online blogs, TV, radio, and video clips, live presentations, and from other subject areas and products from the target culture(s). | 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). | Replaced “details of short articles, online blogs, TV, radio, and video clips, live presentations, and” with “informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)” |
| 7.1.IL.IPRET.4: Infer some information/ideas from conversations, video and audio clips, and written information on a variety of topics. | 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. | Replaced “Infer some information/ideas from conversations, video and audio clips, and written information on a variety of topics” with “Infer the meaning of some unfamiliar words and ideas in some new contexts.” |

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
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| 7.1.IL.IPRET. 6: Using contextual authentic cultural resources, identify reasons for climate change in community. | 7.1.IL.IPRET. 6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community. | Replaced “in community” with “in the target culture and in students’ own community” |
| 7.1.IL.IPERS.1: Request and provide information orally in conversations and in writing by creating simple sentences using combining and recombining learned language in order to express original ideas. They speak and write in discrete sentences and strings of sentences about personal experiences or events and on familiar topics. | 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. | <ul style="list-style-type: none"> • Deleted ‘orally’ • Replaced ‘using’ with ‘by’ • Removed “They speak and write in discrete sentences and strings of sentences about personal experiences or events and on familiar topics.” |
| 7.1.IL.IPERS.2: Ask and respond to factual and personal questions on school-related topics when planning arrangements, when accepting and/or declining an invitation. They begin to ask appropriate follow-up questions. | 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. | Replaced “to factual and personal questions on school-related topics when planning arrangements, when accepting and/or declining an invitation. They begin to ask appropriate follow-up questions” with “with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life” |

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
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| 7.1.IL.IPERS.3: Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. | 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. | Replaced “Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions” with “Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.” |
| 7.1.IL.PRSNT.3: Present student-created messages, short stories, and reports using sentences and strings of sentences. | 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. | Replaced “Present student-created messages, short stories, and reports using sentences and strings of sentences.” with “Use language creatively to respond in writing to a variety of oral or visual prompts.” |

By the end of Advanced Low

| Draft Performance Expectation | Proposed Performance Expectation | Changes |
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| 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast including theme, purpose and tone, inferences | 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences | Replaced “including theme, purpose and tone, inferences” with “for theme, purpose and tone, and inferences” |