

Modern Languages—Elementary K-5 (Beginning)

I. Standard Number 1 (Goal One): Communicate in a Language Other than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

Grades K-2

The student is able to

- follow simple directions;
- exchange greetings and personal information;
- express personal likes and dislikes;
- exchange everyday information with peers;
- ask and answer questions within a given context;
- use basic vocabulary for a wide range of topics;
- use basic vocabulary to describe various objects;
- use everyday expressions to express basic needs and courtesies;
- make simple requests.

Grades 3-5

The student is able to

- give and follow simple directions;
- exchange greetings and personal information;
- exchange personal likes, dislikes, and personal preferences;
- exchange everyday information with peers using time, date, and location;
- ask, answer, and develop questions;
- use expanded vocabulary for a wide range of topics;
- create simple descriptions within a given context;
- express needs, feelings, ideas, agreement, and disagreement;
- acquire goods and services through basic negotiation and monetary exchange.

Learning Expectations:

1.2 Understand interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

Grades K-2

The student is able to

- comprehend simple oral messages;
- understand the main ideas in ability-appropriate, highly illustrated texts;
- understand the main ideas of ability-appropriate videos;
- identify people from simple oral and written descriptions;
- understand simple common cognates.

Grades 3-5

The student is able to

- understand the basic ideas of oral messages and short conversations;
- discern main ideas and identify principal characters from age-appropriate text;
- understand the main ideas in ability-appropriate media;
- understand brief written messages and personal notes on familiar topics;
- recognize and appreciate voice inflection when listening;
- identify people and objects from simple oral and written descriptions;
- identify common cognates.

1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

Grades K-2

The student is able to

- present short plays, recite selected poems, and perform songs;
- present simple ability and age-appropriate oral presentations about family, friends, school and home, using a simple format;
- copy and read short phrases;
- use audio and video tapes to record learned material.

Grades 3-5

The student is able to

- present ability-appropriate short plays, recite selected poems, and perform songs;
- give simple oral reports or presentations about family members, friends, objects, school and home, using an appropriate format;
- write in various short forms to provide information about oneself, friends, family, and school activities;
- prepare and use tapes and videos to present information using a given format.

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people’s world views, of their unique way of life, and of the patterns of behavior which order their world, as well as to learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

Grades K-2

The student is able to

- use appropriate gestures and oral expression for greetings and leave-takings;
- know age-appropriate cultural traditions and celebrations that exist in the target culture.

Grades 3-5

The student is able to

- know cultural traditions and celebrations that exist in the target culture and how these celebrations compare with those of the native culture (e.g., holidays, birthdays, “coming of age” celebrations, seasonal festivals);
- know basic cultural beliefs and perspectives in both native and target cultures (e.g., family, school, and play);
- know how various community members use the target language in their work;
- know historical and cultural figures from the target culture and their contributions.

2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Performance Indicators:

Grades K-2

The student is able to

- experience products of the culture such as songs, stories, games, and art;
- describe tangible products of everyday living such as food, housing, and dress.

Grades 3-5

The student is able to

- experience (read, listen to, observe, and perform) expressive products of the culture (e.g., literature, music, dance, and art);
- identify, discuss, and compare aspects of everyday life such as school, transportation, clothing, and foods;
- know distinctive contributions made by people in the target culture.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experiences. These connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1 Reinforce and acquire further knowledge of other disciplines through the foreign language.

Performance Indicators:

Grades K-2

The student is able to

- use simple information from the foreign language class in the other school subjects;
- use simple information from other subjects in the foreign language class;
- comprehend age appropriate authentic materials.

Grades 3-5

The student is able to

- acquire more complex information from the foreign language class and use for comparing and contrasting in other school subjects;
- acquire more complex information from other subject areas and use for comparing and contrasting in the foreign language class;
- use multimedia sources to access information regarding the target culture.

3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Performance Indicators:

Grades K-2

The student is able to

- use new information to expand their personal knowledge.

Grades 3-5

- use new information and perspectives to analyze differences between the foreign culture and their own.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Performance Indicators:

Grades K-2

The student is able to

- recognize “borrowed” words and cognates;
- know the basic elements of the sound and writing systems of the target language;

- be familiar with simple idiomatic expressions in both languages.

Grades 3-5

- identify cognates in English and target languages;
- know the basic elements of the sound and writing of the target language and how they differ from the same elements in English;
- be familiar with basic grammar differences (e.g., gender, noun/adjective agreement);
- express meaning using appropriate idioms;
- demonstrate awareness of formal and informal language;
- develop usage of correct grammatical practices;
- understand that an idea may be expressed in multiple ways in the target language.

4.2 Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.

Performance Indicators:

Grades K-2

The student is able to

- begin to recognize body language and gestures in both cultures;
- understand different ways people live in different countries;
- be familiar with intangible products (e.g., nursery rhymes, songs, holidays) of different cultures.

Grades 3-5

The student is able to

- demonstrate awareness of body language and gestures in both cultures;
- recognize different ways people live in different countries;
- compare rituals, folklore, and other intangible products from diverse cultures;
- identify different cultures' belief/value systems.

V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and around the World

Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find that their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.

Learning Expectations:

5.1 Use the language both within and beyond the school setting.

Performance Indicators:

Grade K-2

Grades 3-5

The student is able to

- understand messages found on posters, signs, maps;
- locate on a map and pronounce the names of countries and cities in which the target language is spoken.

5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Performance Indicators:

Grades K-2

The student is able to

- recognize contributions of the culture and language studied to American society;
- recognize familiar phrases in contextualized materials.

Grades 3-5

The student is able to

- use materials and/or media from the target language and culture for learning and enjoyment;
- exchange information about family, school events, and celebrations with native speakers in person, via letters, email, and audio- or videotapes;
- identify different types of employment in which target language skills are an asset;
- identify foods of the culture being studied.