

## WORLD LANGUAGES

### Middle Grades 6-8

#### Goal 1: Communicate in languages other than English

#### Standard 1: Students engage in interpersonal conversation.

Sixth	Seventh	Eight
<ul style="list-style-type: none"><li>- Express likes / dislikes and agreement / disagreement. (form questions, make affirmative and negative statements, conjugate verb “to be”)</li><li>- Make introductions with culturally appropriate non-verbal gestures. (greetings, ask polite questions, and describe feelings)</li><li>- Use simple dialogue.</li><li>- Respond to commands.</li></ul>	<ul style="list-style-type: none"><li>- Interact in situations for basic survival and to meet personal needs. (use numbers, dates, time, calendar in conversation, use directions, and use dialogue concerning purchases)</li><li>- Participate in conversations on everyday topics. (expand vocabulary on classroom, foods, home, body parts)</li><li>- Be introduced to the idea of an idiomatic expression.</li></ul>	<ul style="list-style-type: none"><li>- Give commands.</li><li>- Be able to use a variety of idiomatic expressions. (including verbal and non-verbal gestures)</li><li>- Increase interaction in situations for basic survival.</li><li>- Increase topics of conversation. (ask and respond to emotional and physical state of being questions and respond with appropriate wish or comment)</li></ul>

**Standard 2: Students understand and interpret written and spoken language on a variety of topics.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<ul style="list-style-type: none"> <li>- Follow directions and respond to routine requests. (in the classroom)</li> <li>- Introduce practical everyday material.</li> <li>- Be introduced to simple texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to follow directions and respond to routine requests.</li> <li>- Expand understanding of practical everyday material. (newspapers and articles)</li> <li>- Exchange written descriptions of people and things.</li> <li>- Read and identify ideas from simple texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow and respond to more complex directions and requests. (beyond the classroom)</li> <li>- Read from and write about a variety of sources. (books, comics, and magazines)</li> <li>- Understand and interpret authentic writing, video, and music.</li> <li>- Understand and interpret simple personal written communication. (letters and postcards)</li> </ul>

**Standard 3: Students present information, concepts, and ideas on a variety of topics to an audience of listeners or readers.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<ul style="list-style-type: none"> <li>- Write and share familiar words, phrases, and sentences. (postcards, skits, and simple dialogue)</li> <li>- Short oral presentations. (prayers, religious songs, and poems)</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to write and share more words, phrases, and dialogue. (situational dialogue, longer descriptions, and expressing needs)</li> <li>- Short and oral presentations. (prayers, religious songs, and poems)</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate comprehension by writing guided composition and by expressing themes in written communications.</li> <li>- Use oral language to demonstrate comprehension in complex sentences. (plays, skits, and oral presentations)</li> </ul>

**Goal 2: Cultures – Gain knowledge and understanding of other cultures.**

**Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<ul style="list-style-type: none"> <li>- Use culturally appropriate behavior, courtesy expressions, and requests.</li> <li>- Be introduced to cultural differences.</li> <li>- Be introduced to authentic literature with cultural significance.</li> <li>- Be introduced to geography, history, arts.</li> <li>- Use appropriate courtesy greetings and requests.</li> </ul>	<ul style="list-style-type: none"> <li>- Do individual research on a country where the target language is spoken. (economy, government, social structure, geography, and festivals)</li> <li>- Reinforce an understanding and use of authentic literature.</li> <li>- Identify and understand geography, history, and arts.</li> <li>- Examine authentic children’s literature of target culture. (poetry, folktales, and songs)</li> </ul>	<ul style="list-style-type: none"> <li>- Do individual research on a country where the target language is spoken.</li> <li>- Reinforce an understanding and use of authentic literature.</li> <li>- Identify and understand geography, history, and arts.</li> <li>- Examine cultural differences and similarities with target culture.</li> <li>- Identify major products of target culture.</li> <li>- Explore authentic literature of target culture. (poetry, stories, magazines, and novels)</li> <li>- Examine cultural behavioral patterns and response to other cultures of target cultures.</li> </ul>

**Goal 3: Connections – Connect with other disciplines and acquire information**

**Standard 5: Students reinforce and further their knowledge of other disciplines through the world language.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<ul style="list-style-type: none"><li>- Be introduced to the major geographical features of countries or regions where target language is spoken. (create topographical map)</li><li>- Be introduced to the key historical events in target culture.</li><li>- Be introduced to the application of mathematical skills in the world language and use of currency.</li><li>- Be introduced to the typical cuisine and variation of cuisine in the target culture.</li><li>- Become aware of music and fine arts from the target culture.</li><li>- Be introduced to the parts of speech and sentence structure in the target language.</li><li>- Begin to apply technology in the target language.</li></ul>	<p>Understand and identify the major geographical features of countries or regions where target language is spoken.</p> <ul style="list-style-type: none"><li>- Understand and identify the application of mathematical skills in the world language and use of currency.</li><li>- Understand and identify the typical cuisine and variation of cuisine in the target culture.</li><li>- Demonstrate an awareness of music and fine arts from the target culture.</li><li>- Identify parts of speech and sentence structure in the target language.</li><li>- Apply technology in the target language.</li></ul>	<p>Demonstrate an appreciation and respect for the major geographical features of countries or regions where target language is spoken.</p> <ul style="list-style-type: none"><li>- Understand and identify the application of mathematical skills in the world language and use of currency.</li><li>- Understand and identify the typical cuisine and variation of cuisine in the target culture.</li><li>- Demonstrate an awareness of music and fine arts from the target culture.</li><li>- Identify parts of speech and sentence structure in the target language.</li><li>- Apply technology in the target language.</li></ul>

**Goal 6: Comparisons – Develop insight into the nature of language and culture**

**Standard 6: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<ul style="list-style-type: none"><li>- Introduce the concept of cognates.</li><li>- Be introduced to idiomatic expressions.</li><li>- Be introduced to differences in writing systems and grammatical structure in target language.</li><li>- Introduce use of dialects within target language.</li></ul>	<ul style="list-style-type: none"><li>- Identify and understand cognates.</li><li>- Recognize idiomatic expressions.</li><li>- Recognize differences in writing systems and grammatical structure between native and target language.</li><li>- Recognize dialects within target language.</li></ul>	<p>Recognize and use cognates.</p> <ul style="list-style-type: none"><li>- Recognize and use idiomatic expressions.</li><li>- Recognize and use differences in writing systems and grammatical structure in target language.</li></ul> <p>Recognize and use some dialects in target language.</p> <ul style="list-style-type: none"><li>- Recognize differences in pronunciation within target language.</li></ul>

**Goal 5: Communities – Participate in multilingual communities at home and around the world.**

**Standard 7: Students show evidence of becoming life-long language learners by using the language for personal enjoyment and beyond the school setting.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<p>Practice target language with peers and community members.</p> <ul style="list-style-type: none"> <li>- Participate in school and community events related to target language.</li> <li>- Appreciate and participate in liturgical and spiritual practices from target language.</li> <li>- Investigate various professions and careers available to speakers of target language.</li> </ul>	<p>Practice target language with peers and community members.</p> <ul style="list-style-type: none"> <li>- Participate in school and community events related to target language.</li> <li>- Appreciate and participate in liturgical and spiritual practices from target language.</li> <li>- Investigate various professions and careers available to speakers of target language.</li> </ul>	<p>Practice target language with peers and community members.</p> <ul style="list-style-type: none"> <li>- Participate in school and community events related to target language.</li> <li>- Appreciate and participate in liturgical and spiritual practices from target language.</li> <li>- Investigate various professions and careers available to speakers of target language.</li> </ul>

**Standard 8: Students show evidence of becoming life-long learners by using the language for personal enjoyments and enrichment.**

<b>Sixth</b>	<b>Seventh</b>	<b>Eight</b>
<ul style="list-style-type: none"> <li>- Demonstrate interest and appreciation of target language. (art, architecture, cuisine, music, and business products)</li> <li>- Use of target language beyond</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate interest and appreciation of target language. (art, architecture, cuisine, music, and business products)</li> <li>- Use of target language beyond</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate interest and appreciation of target language. (art, architecture, cuisine, music, and business products)</li> <li>- Use of target language beyond</li> </ul>

school setting. (language club or extra-curricular activities)	school setting. (language club or extra-curricular activities)	school setting. (language club or extra-curricular activities)
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