

## WORLD LANGUAGES

### KINDERGARTEN – FIFTH GRADE

#### **STANDARD 1: Communication - Communicate in languages other than English**

##### **Objective 1: Students engage in interpersonal conversation.**

#### **Kindergarten and First Grade**

#### **Second and Third Grade**

#### **Fourth and fifth Grade**

<p>Learn simple greetings. Introduce yourself and present others. Ask and answer simple questions. Respond to at least two classroom commands. Express likes / dislikes and agreement / disagreement. Make requests in the classroom. Recognize and say the basic vocabulary. Exposure to books and songs in the whole language.</p>	<p>Learn simple greetings. Introduce yourself and others. Ask and answer simple questions. Respond to at least four classroom commands. Express likes / dislikes and agreement / disagreement. Make requests in the classroom. Recognize and say the basic vocabulary. Exposure to books and songs in the whole language.</p>	<p>Recognize and say the basic vocabulary. Ask and answer simple questions. Understand and use culturally appropriate responses and non-verbal gestures. Make introductions, present classmates, adults, family, and friends Respond to at least six classroom commands. Participate in brief guided readings and conversations related to needs, interests, likes and dislikes.</p>
<p><b>World Language Students Should Know and Use:</b> Learn simple greetings, farewells and responses: e.g. Sign The Cross and say the Glory Be.</p>	<p><b>World Language Students Should Know and Use:</b> Learn simple greetings, farewells and responses. e.g. Sign The Cross and say the Glory Be.</p>	<p>Interact in situations for basic survival and to meet personal needs. Participate in conversations on</p>

<p>How are you? I am fine, thank-you! Hello. Good-bye: Verbalize simple presentations. My name is _____. This is my mother _____. This is my father _____. Ask questions. Describe feelings: Do you like to read books? Yes, I like to. No, I don't like to. e.g. May I use the restroom? I am well. I like to read. Do you? Stand. Sit. Clap. Point to. Smile. Basic Vocabulary in the Whole Language Program Animals. Body Parts. Classroom Items. Foods. Family. Clothes. Colors.</p>	<p>How are you? I am fine, thank-you! Hello. Good-bye. Verbalize simple presentations. My name is _____. e.g. This is my mother _____. This is my father _____. Ask questions. Describe feelings. Expand the following basic vocabulary: Animals. Body Parts. Classroom Items. Foods. Opposites. Clothes. Colors.</p>	<p>everyday topics. Be introduced to the idea of an idiomatic expression. Make routine requests in the classroom and public places. Describe state of being in simple phrases. Express basic agreement and disagreement.</p>
		<p><b>World Language Students Should Know and Use:</b> Continue to work on recognizing and verbalizing all of the primary colors. Continue to verbalize the Sign of the Cross, the Glory Be, The Hail Mary, and begin to learn the Our Father in the target language. Introduce yourself to a new classmate State what you like to do, and what you don't like to do. Recognize and follow six simple classroom commands. Open. Close. Take-out. Take. Sit. Stand. Asking for directions or for emergency situations. Expand the basic vocabulary in the following areas. Animals. Clothing. Dates. Classroom. Foods. Family. The Body, health, numbers to 1000 Asking simple questions.</p>

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

**Kindergarten and First Grade**

**Second and Third Grade**

**Fourth and Fifth Grade**

<p>Follow directions and respond to routine requests.          Demonstrate understanding of cultural activities.          Introduce practical everyday material.          Be introduced to simple texts.          Exchange descriptions of people through oral descriptions.</p>	<p>Continue to follow directions and respond to routine requests.          Expand understanding of practical everyday material.          Exchange written descriptions of people and things.          Read and identify ideas from simple texts.          Identify important date and holidays.</p>	<p>Recognize and say the basic vocabulary.          Ask and answer simple questions.          Understand and use culturally appropriate responses and non-verbal gestures.          Make introductions, present classmates, adults, family, and friends          Respond to at least six classroom commands.</p>
<p><b>World Language Students Should Know and Use:</b>          Count up to thirty in the target language.          Respond to at least three simple classroom commands.          Celebrate by singing the Happy Birthday Song.          Talk about and illustrate day-to-day activities of the culture studies; e.g., homes, family, school, toys, dress, food.          Reading Stories in the whole language.          Reading flash cards.          Exposure to folk songs, poems, stories in the language.</p>	<p><b>World Language Students Should Know and Use:</b>          Continue to verbalize the Sign of the Cross, the Glory Be, and be introduced to the Hail Mary in the target language.          Recognize and follow six simple classroom commands.          Continue to learn simple greetings, farewells, and responses.          Expand on verbalizing simple presentations.          Count up to 100 in the target language and continue recognizing the written numbers.          Recognize and follow six simple classroom commands.          Begin to learn the vowel sounds in context.          Be introduced to the alphabet.</p>	<p>Participate in brief guided readings and conversations related to needs, interests, likes and dislikes.          Interact in situations for basic survival and to meet personal needs.          Participate in conversations on everyday topics.          Be introduced to the idea of an idiomatic expression.          Make routine requests in the classroom and public places.          Describe state of being in simple phrases.</p>

	Be exposed to folk songs, tales, and poems of the culture.	Express basic agreement and disagreement.
		<p><b>World Language Students Should Know and Use:</b></p> <p>Continue to learn and respond to simple greetings, farewells, and responses and begin to use simple dialogue.</p> <p>Continue to expand on verbalizing simple presentations.</p> <p>Continue to count up to 1000 in the target language and e.g. notes, invitations, letters.</p> <p>Follow simple directions given by the student or teacher.</p> <p>Identify professions that require proficiency in the target language.</p>

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

**Kindergarten and First Grade**

**Second and Third Grade**

**Fourth and Fifth Grade**

<p>Speak and share familiar words, phrases, and sentences.</p> <p>Short oral presentations.</p>	<p>Continue to write and share more words, phrases, and dialogue.</p> <p>Short and oral presentations. Read short narratives written and illustrated by classmates.</p>	<p>Demonstrate comprehension by writing guided composition and by expressing themes in written communications.</p> <p>Use oral language to demonstrate comprehension in complex sentences.</p>
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<p><b>World Language Students Should Know and Use:</b> Acting out skits and singing songs. Saying the Glory Be. Singing religious songs. Reciting simple poems.</p>	<p><b>World Language Students Should Know and Use:</b> Situational dialogue, longer descriptions, expressing needs. Make a collage and label the nouns e.g. prayers, religious songs, poems. Illustrate skits, thank-you cards, poems, birthday cards.</p>	<p><b>World Language Students Should Know and Use:</b> Be introduced to definite and indefinite articles. Continue to learn the vowel sounds in context. Be introduced to the alphabet. Memorize the subject pronouns in the target language. Begin to learn simple present tense verb conjugations. Be introduced to the placement of adjectives. Learn the U.S. Pledge of Allegiance in the target language.</p>

**STANDARD 2: Cultures -Gain Knowledge and understanding of other cultures**

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

**Kindergarten and First Grade**

**Second and Third Grade**

**Fourth and Fifth Grade**

<p>Use culturally appropriate behavior, courtesy expressions, and requests. Examine cultural differences.</p>	<p>Use culturally appropriate behavior, courtesy expressions, and requests. Examine cultural differences Do individual research on a country where the target language is spoken.</p>	<p>Use culturally appropriate behavior, courtesy expressions, and requests. Examine cultural differences Do individual research on a country where the target language is spoken.</p>
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<p><b>World Language Students Should Know and Use:</b>          Verbalize appropriate courtesy expressions.          Thanks. You're welcome. May I? Please.          Excuse me.          Share holiday differences and likes.          Halloween, Christmas, Epiphany, and Easter</p>	<p>Reinforce an understanding and use of authentic literature, craft, or product.          Identify and understand geography, history, and arts.          Examine authentic literature.</p>	<p>Reinforce an understanding and use of authentic literature, craft, or product.          Identify and understand geography, history, and arts.          Examine authentic literature.</p>
	<p><b>World Language Students Should Know and Use:</b>          Verbalize appropriate courtesy expressions.          e.g. Thanks. You're welcome. May I? Please. Excuse me.          Students study countries in which the target language is spoken.          Share stories, crafts samples of products from country where target language is spoken.          Share holiday differences and commonalities.          e.g. Day of the Dead, Christmas, Epiphany, and Easter.          Collect selections from children's literature, poetry, folktales, and songs.</p>	<p><b>World Language Students Should Know and Use:</b>          Verbalize appropriate courtesy expressions.          Thanks. You're welcome. May I? Please. Excuse me.          Halloween, Christmas, Epiphany, and Easter.          Students study countries in which the language is spoken.          Create a map and list the country's major features.          Share stories, crafts samples of products from country where target language is spoken.          Collect selections from children's literature, poetry, folktales, and songs.</p>

**STANDARD 3: Connections - Connect with other disciplines and acquire information.**

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

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	<p>Identify the major geographical features of countries or regions where the target language is spoken. Identify key historical events in target countries. Apply mathematical skills in the world language. Identify typical cuisine and the variations of cuisines in the different cultures that use the target language. Demonstrate an awareness of music and art from the target cultures.</p>	<p>Identify the major geographical features of countries or regions where the target language is spoken. Identify key historical events in target countries. Apply mathematical skills in the world language. Identify typical cuisine and the variations of cuisines in the different cultures that use the target language. Demonstrate an awareness of music and art from the target cultures. Identify parts of speech and sentences structure comparable to the English Language. Apply technology in the target language.</p>
	<p><b>World Language Students Should Know and Use:</b> Create a map and list the country's major features. Share holiday differences and commonalities. Use basic problem solving, e.g. addition, subtraction. Share a recipe from the target culture. Sing popular children's songs and learn about different instruments and dances of the target culture. Learn about famous artists from the target language country.</p>	
		<p><b>World Language Students Should Know and Use:</b> Identify professions that require proficiency in the target language. Examine further the cultural beliefs and perspectives of people in both the target and native cultures relating to family, school, work, and play, everyday-life. Share a recipe from the target culture.</p>

		Use basic problem solving. e.g. Addition. Subtraction. Multiplication. Division. Fractions Share a recipe from the target culture.

**STANDARD 4: Comparisons - Develop Insight into the nature of language and culture.**

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

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	Identify and use borrowed words and cognates in both the target language and English. Identify basic idiomatic expressions in English and use them in the target language.	Recognize that in other languages dialects may be spoken within the target culture. Recognize differences in writing systems among languages. Identify and use borrowed words and cognates in both the target language and English.
	<b>World Language Students Should Know and Use:</b> Read Newspaper articles. Have guest speakers. Present cultural activities and craft fairs. Participate in using the language while visiting the country of the target language while on vacation. Identify art.	Identify basic idiomatic expressions in English and use them in the target language. Recognize the appropriate discourse in formal and informal situations.

		<p><b>World Language Students Should Know and Use:</b></p> <p>Recognize different dialects and patterns of behavior in an interaction typical of one's age group in various settings in the target culture. e.g., telephone usage, manners.</p> <p>Read and write a paragraph demonstrating appropriate punctuation and sentence structure.</p> <p>Compare formal and informal discourse. Magazines with simple text, audio and visual materials.</p> <p>Look at maps and identify place names in the United States that originated in the target language.</p> <p>Express state of being, and age.</p> <p>Discuss likes and dislikes.</p>
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**STANDARD 5: Communities - Participate in multilingual communities at home and around the world.**

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

**Kindergarten and First Grade**

**Second and Third Grade**

**Fourth and Fifth Grade**

		Acquire information and recognize
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		<p>the distinctive viewpoints that are only available through studying the distinctive viewpoints that are only available through studying the target language and its cultures. Demonstrate an interest in and an appreciation of the target language. Use the language beyond the school setting.</p>
		<p><b>World Language Students Should Know and Use:</b> Read Newspaper articles. Have guest speakers. Present cultural activities and craft fairs. Participate in using the language while visiting the country of the target language while on vacation. Identify art, architecture, cuisine, and music representative of the country of the target language. Know a variety of age-appropriate cultural activities practiced in the target culture; e.g., adolescent games such as card games, board games, and outdoor games; sports-related activities; music, television.</p>