

Grades 3, 4, 5

Adopted 2007

Communication:
Students communicate
in the target language.

A1 Interpersonal

Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences.

- a. Recognize and use appropriate forms of address and courtesy expressions in a variety of situations.
- b. Ask and answer simple questions regarding familiar activities.
- c. Give and respond to simple oral/signed directions and commands and make routine requests in the classroom.
- d. Participate in brief guided conversations related to needs, interests, likes, dislikes, and states of being.
- e. Express basic agreement and disagreement.

A2 Interpretive

Students comprehend and respond to simple spoken/signed and written language in familiar contexts.

- a. Comprehend isolated words, phrases, and simple sentences in familiar print materials.
- b. Respond to simple written directions.
- c. Respond to oral/signed directions, commands, and routine requests.
- d. Identify people and objects based on oral/signed and written descriptions.
- e. Identify people and objects based on written descriptions.
- f. Demonstrate comprehension of simple texts by identifying people and objects.

A3 Presentational

Students use phrases and simple sentences in rehearsed oral /signed and written presentations on familiar topics.

- a. Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.
 - b. Provide simple oral/signed and written descriptions of people, places, and objects.
 - c. Present simple short plays/skits and/or simple short written texts.
 - d. Read aloud from an adapted text.
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A4 Language Comparisons

Students recognize a variety of similarities and differences between the target language and English.

- a. Recognize word borrowings and cognates among languages.
 - b. Recognize differences in the writing systems among languages.
 - c. Recognize some idiomatic expressions of the target language.
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Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.

B1 Practices and Perspectives

Students identify and demonstrate basic culturally-appropriate practices of daily life within a culture(s) in which the target language is spoken.

- a. Use culturally-appropriate polite requests and courtesy expressions, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations.
 - b. Recognize age-appropriate similarities and differences related to practices of a culture(s) in which the target language is spoken.
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B2 Products and Perspectives

Students identify common products of a culture(s) in which the target language is spoken.

B3 Comparisons with Own Culture

Students compare some common culturally-appropriate products and practices of daily life of a culture(s) in which the target language is spoken to the culture in which the student lives.

- a. Compare daily activities of their own lives to those of individuals in a culture(s) in which the target language is spoken.
 - b. Compare foods, celebrations, dress, and/or dwellings of a culture(s) in which the target language is spoken with those of the culture in which the student lives.
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Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1 Knowledge of Other Learning Results Content Areas

Students identify connections between other Learning Results content areas and the target language and associated culture(s).

- a. Identify common expressions and traditions.
 - b. Identify examples of the visual/performing arts.
 - c. Identify products important to the livelihood of the people.
 - d. Identify the earth's major geographical features.
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C2 Distinctive Viewpoints

Students recognize some distinctive viewpoints available only through sources from the target language.

- a. Identify examples of simple narrative selections from a culture(s) in which the target language is spoken.
 - b. Identify information about the Roman/Greek world by reading passages with culturally authentic settings.
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Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

D1 Communities

Students demonstrate understanding and use of the target language and their knowledge of a culture(s) in which the language is spoken through community involvement.

- a. Demonstrate use of oral/signed and/or written forms of the target language with family, friends, or peers.
- b. Participate in activities using the target language which can benefit the school or broader community.
- c. Ask questions and share knowledge about aspects of a culture(s) in which the target language is spoken to demonstrate an interest in the target language and an associated culture(s).
- d. Access online resources or resources available in the community to understand aspects of a culture(s) in which the target language is spoken.