

Foreign Languages

Grades 3-5

Communication

Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.2)

1. expresses likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.
2. exchanges information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts).
3. recognizes and appropriately uses oral syntax (grouping of words into sentences and phrases) and inflection in the spoken target language.

Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.2)

1. gives and understands written and verbal instructions, using known verbal patterns in the target language.
2. answers or formulates questions about a variety of media experiences produced in the target language (e.g., video, radio, television, songs, or computer programs).
3. organizes information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).
4. listens and reads in the target language for leisure and personal enrichment (e.g., listens to, reads, or views age-appropriate stories, plays, poems, films, or visual works of art).
5. comprehends and responds to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.
6. compares and contrasts age-appropriate target-language records, films, and TV programs.
7. recognizes the multiple ways in which an idea may be expressed in the target language and uses them appropriately.

Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.2)

1. describes important people (e.g., family members and friends) and objects present in his or her everyday environment and in school.
2. provides information in spoken or written form on a variety of topics of popular and cultural interest (provides, e.g., descriptions, expressions of opinion, appreciation, and analysis).
3. gives responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.

Culture

Standard 1:

The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.2)

1. recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).
2. identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.
3. experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).

Connections

Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.2)

1. participates in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures).
2. uses target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations).

Standard 2:

The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.2)

1. uses information from a story being studied in the target language and connects elements from the story (e.g., color symbolism, geographical setting, and genre* characteristics) to similar life situations.
**genre: a category of artistic composition, marked by a distinctive style, form, or content (American Heritage Dictionary, 2nd ed., Boston: Houghton Mifflin, 1991, p. 53).*
2. accesses information from a skit or play in the target language that is only available in the target culture.
3. expresses knowledge of real objects and media intended for same-age native speakers in the target language and identifies the major elements of the source material (e.g., what it is, why peers use it, and where it might be found).
4. restates and shares information acquired from written texts in the context of a group discussion.

Comparisons

Standard 1:

The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.2)

1. identifies examples and understands the significance of true and false cognates (i.e., words derived from a common original form).
2. recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.

Standard 2:

The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.2)

1. distinguishes the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.
2. recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).
3. recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.

Experiences

Standard 1:

The student uses the language within and beyond the school setting. (FL.E.1.2)

1. knows that many people in the United States use languages other than English on a daily basis.
2. demonstrates an awareness of employment possibilities (and other applications) for those who are able to master the target language