

CONTENT STANDARD 9: Communities

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

K-1

School and Community

- Introduce themselves in the target language to native – speaker peers in their school and community.
- Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)

Personal Enrichment

- Look at pictures/read simple text in authentic story book and/or picture dictionary.
- Listen to/sing/recite songs and nursery rhymes from target culture(s).

2-3

School and Community

- Introduce themselves in the target language to native – speaker peers in their school and community.
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Personal Enrichment

- Read simple text in authentic story book and/or picture dictionary.
- Sing/recite songs and nursery rhymes from target culture(s).

4-5

School and Community

- Engage in simple conversations with native-speakers.
- Use community resources to explore target cultures and bilingual careers.

Personal Enrichment

- Visit a Mexican restaurant and order in Spanish.

CONTENT STANDARD 8: Comparisons Among Cultures

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

K-1

Cultural Comparisons

- Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing “Las Mañanitas” or piñata).
- Identify dolls, pictures and/or photos of people in traditional/folkloric clothing at the target culture(s) and compare with costumes for American traditions/folklore (e.g., costumes of Veracruz and square dancing outfits).

2-3

Cultural Comparisons

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- Identify dolls, pictures and/or photos of people in traditional/folkloric clothing at the target culture(s) and compare with costumes for American traditions/folklore (e.g., costumes of Veracruz and square dancing outfits).
- Recognize selected food from target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skulls, “calaveras de azúcar” for The Day of the Dead in Mexico).

3-4

Cultural Comparisons

- Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing “Las Mañanitas” or piñata).
- Recognize selected food from target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skulls, “calaveras de azúcar” for The Day of the Dead in Mexico).
- Compare songs and instruments used during holiday celebrations in target culture(s) and in US.

CONTENT STANDARD 7: Connections

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

K-1

Language Comparisons

- Identify and use (in greetings) titles for school personnel (e.g., Mr., Mrs., Miss for principal, librarian, etc.)
- Practice writing simple words in target language (e.g., names, label for classroom objects, animals to label drawings, etc.)

2-3

Language Comparisons

- Respond to alphabet cards in L1 and L2 identifying which are from L1 and which are from L2. Respond similarly to eight or ten flash cards from theme (e.g., animals, classroom objects) that portray both picture and word in L1 and duplicate picture with word in L2.

4-5

Language Comparisons

- Recognize sounds and short words from target language that do not exist in English (e.g., students hear “llama” pronounced in English and Spanish and they distinguish which is L1 and which is L2.)
- Recognize simple cognates. Identify through listening and reading which words from a list are cognates.
- Identify simple indicators of gender and number in target language that is different from English (e.g., in Spanish, usually male people and animals end in “o”, and female people and animals end in “a”).
- Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language. Illustrate some of these words (e.g., rodeo).
- Compare word order in simple phrase or expression (e.g., red car, car red, beautiful Mexico, “Mexico lindo”).
- Compare suffixes that denote simple concepts such as size, affection, beauty, etc.(e.g., “into” and “on”)

CONTENT STANDARD 6: Connections

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

K-1

Accessing Information in the Target Language

- Retell a modified version of an authentic story (fable, legend and/or folktale) using multimedia sources
- Watch videos of dances, children's folkloric fashion shows and/or celebrations in the target culture in preparation for their own celebration.
- Receive and share information about the members of local families from the target culture(s) (e.g., native speakers in traditional costumes present with realia).
- Examine native crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology and/or library.

2-3

Accessing Information in the Target Language

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Accessing Information in the Target Language

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- Receive and share information about the members of local families from the target culture(s) (e.g., native speakers in traditional costumes present with realia).
- Examine native crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology and/or library.
- Research and make a typical craft or food of the native culture(s) (e.g., piñata)
- Research and create a display (showcase or bulletin board) of figures (e.g., people in native costume, musical instruments, crafts, toys, children's literature, etc.) May use pictures and text from computer technology, library and/or regalia from home or teachers).

CONTENT STANDARD 5: Connections

Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary)

K-1

Connecting with Other Disciplines

- Identify eight colors using clothing of children and pictures.
- Classify selected objects by color, size and shape (e.g., small, red, triangle, etc.)
- Identify unique characteristics of self and others, such as name, age, address and telephone number.
- K: Count 0 – 10, 1st: Count 0-20, and by tens to 100; match and identify numbers on timeline and calendar.
- 1st: Calculate/solve simple math problems using numbers 1 – 10.
- Name seven days of week in culturally correct order. Name 12 months of the year in order.
- Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.
- View authentic artifacts, works of art and illustrations in children's literature drawn from the target.
- Identify geometric shapes in works of art and illustrations from authentic children's literature (e.g., square, triangle, circle, etc.).
- Sing and dance to children's music from target culture(s).
- Play authentic instruments of target culture(s) to explore music and rhythms.
- Respond to folktales, fables and legends known to children of target culture(s).

2-3

Connecting with Other Disciplines

- Tell time orally (hour).
- On a primary map or globe, point to country/region where the target language is spoken.
- Match animals with their food, homes, body parts, etc. (e.g., horse eats grass, bird lives in nest, elephant has trunk, etc.)
- Follow simple directions through total physical response for activities typical of a physical education class (e.g., jump, run in place, crab walk, etc.)
- Use five senses to observe environment (native and/or school setting) and will acquire simple vocabulary to describe what they are seeing, hearing, smelling, tasting and touching. Introduce self, family and/or teacher and respond to introductions.
- View authentic artifacts, works of art and illustrations in children's literature drawn from the target.
- Sing and dance to children's music from target culture(s).
- Play authentic instruments of target culture(s) to explore music and rhythms.
- Respond to folktales, fables and legends known to children of target culture(s).
- Review prior level's skills as needed.

4-5

Connecting with Other Disciplines

- Count to 100 by 1's, 5's, and 10's.
- Tell time orally (hour and half hour).
- Use a thermometer to determine C° or F° scale (up to 100°F).
- Use a centimeter ruler to measure classroom objects and/or children in class. Explore some other measuring instruments (e.g., weigh children in kilos, measure volume, etc.)
- Classify foods according to colors, shapes and food groups (e.g., the orange is orange, round, fruit)
- Create an original work of art using shapes, sizes, and colors. Then, describe it in the target language to others. (e.g., The pine tree is a triangle. It is green.)
- Recognize and describe geographic features of the target country(s) (e.g., capital, big cities, rivers, mountains, oceans). Point out relative locations (e.g., the ocean is west of the capital, the equator is north, etc.)
- Recognize some famous figures whose native language is the target language. Make a collage to include picture of person, origin, occupation and/or reason for being a celebrity.
- Explore and describe simple patterns found in music, nature, art and literature.
- View authentic artifacts, works of art and illustrations in children's literature drawn from the target.
- Sing and dance to children's music from target culture(s).
- Play authentic instruments of target culture(s) to explore music and rhythms.
- Respond to folktales, fables and legends known to children of target culture(s).
- Review prior level's skills as needed.

CONTENT STANDARD 4: Cultures

Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

K-1

Practices of Culture

- Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
- Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests.
- Listen and share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.
- Participate in cultural activities and traditions (e.g., holidays, birthday, Saint's day, celebrations).
- Name and experience foods and eating customs of the target culture.

Products of Culture

- Listen and respond to stories, songs, and rhymes of the target culture(s).
- Celebrate selected target culture national holiday with games, dances, songs, food, etc.

2-3

Practices of Culture

- Introduce self, family and/or teacher and respond to introductions.
- Share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.
- Participate in cultural activities and traditions (e.g., holidays, birthday, Saint's day, celebrations).
- Name and experience foods and eating customs of the target culture

Products of Culture

- Respond to stories, songs, and rhymes of the target culture(s).
- Celebrate selected target culture national holiday with games, dances, songs, food, etc.
- Introduce self, family and/or teacher and respond to introductions.
- Participate in children's games representative of the target culture(s).
- Identify and color flags and a few landmarks of the target culture(s).
- Identify artwork (visual and performing arts) as a reflection of the target culture(s).

4-5

Practices of Culture

- Identify roles and responsibilities of men, women and children in the target culture(s).
- Explain attitudes toward concept of time in the target culture(s) (e.g., Spanish siesta, etc.).
- Identify and name selected occupations that are specific to target culture(s) (e.g., matador, chocolate maker, shaman, etc.)
- Use cultural expressions and appropriate body language of greetings, farewells and introductions in a variety of situations.
- Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate effects type of dwelling, food, mealtime, etc.)
- Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.)
- Plan for and participate in a cultural activity (e.g., holidays, birthday, graduation) using customs of target culture(s). (e.g., decoration, ceremony, eating habits, etc.)
- Recognize and write numbers according to cultural custom (e.g., one: 1, seven 7).
- Demonstrate the use of symbols and signs as a way of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)
- Describe tangible products of everyday living, such as housing, food and dress, (e.g., hacienda, villas, sushi, fondue, toga, lederhosen).
- Name and identify capitals and major topographical features of a few countries from target culture(s) on maps written in target language.
- Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children's literature, music, art, dance, etc.)

CONTENT STANDARD 3: Communication

Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

K-1

Presentational Communication

- Pronounce proper nouns.
- Identify and label vocabulary connected to the lesson theme.
- Complete simple sentences, phrases and/or short dialogues to accompany illustrations.
- Talk about pictures based on simple stories, rhymes or songs.
- Predict orally or through illustrations events in a story.
- Trace, copy words or characters from various sources
- Begin to write familiar words, phrases and simple sentences in a meaningful context.
- Use information from a text or oral story to draw or label pictures, diagrams, or charts.
- Contribute to teacher directed shared writing activities (e.g., Gouin series, story mapping, “word snake” and concrete poetry). Perform simple commands, (e.g., sit down, stand up, line up, get your pencil, open your books, etc).

2-3

Presentational Communication

- Perform short conversation (e.g., skits, puppet shows, role play, etc.)
- Spell common words correctly and take written dictation.
- Use a picture dictionary or other sources to create an alphabet based on a theme (e.g., food alphabet, animal alphabet, cultural alphabet, etc.).
- Fill in text based on words from known song or story. (written or orally – “The farmer in the _____”).
- Write simple descriptive sentences, given two choices (e.g., John is tall, short).
- Spell common words correctly and take written dictation.

4-5

Presentational Communication

- Spell common words correctly and take written dictation.
- Create and perform short skits, puppet shows and role play.
- Produce and use basic print, capitalization and punctuation conventions (e.g., inverted Spanish question marks, quotation marks, lower case for days of the week, etc.).
- Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.)
- Summarize orally the plot of a folktale (e.g., the beginning, the middle, and the end).

CONTENT STANDARD 2: Communication

Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

K-1

Interpretive Communication

- Recognize classroom objects in oral forms (e.g., clock, door, pencil sharpener.)
- Draw pictures to demonstrate comprehension of simple stories.
- Comprehend greetings, farewells and courtesy phrases.
- Listen to, imitate and use gestures in simple songs, rhymes and stories (whenever possible they should be culturally authentic).
- Identify beginning letters of posted classroom words.
- Demonstrate comprehension of main idea in culturally based texts or other literacy sources.
- Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well known age appropriate themes.
- Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically (e.g., Where is the flag? Response could be, "It's over there." or child points to it).
- Make connections between illustration and simple written texts (e.g., use picture dictionary, match illustrations with short phrases or sentences).
- Find key words in song, rhymes, story or game.

2-3

Interpretive Communication

- Recognize classroom objects in oral and written forms (e.g., clock, door, pencil sharpener.)
- Orally supply missing word(s) to a song, rhyme, game or story at correct time (e.g., An apple a day keeps the _____ away).
- Distinguish differences between simple binary (polar) opposites (e.g., tall/short, hot/cold, black/white).
- Read aloud familiar words demonstrating initial awareness of pronunciation, interaction, and stress.
- Review prior level's skills as needed.

4-5

Interpretive Communication

- Understand and use correctly interaction, pronunciation and stress (e.g., recites aloud).
- Decode new vocabulary using contextual clues and drawing on words and phrases from prior studies.
- Use a simple picture dictionary.
- Read aloud a familiar passage with correct interaction and pronunciation (e.g., language ladder or simple rhymes).
- Read short narrative texts (if possible culturally authentic) and retell the main storyline in their own words.
- Comprehend main idea of an oral or written announcement using contextual clues.
- Read and prepare simple activity involving a series of steps (e.g., recipe, science experiment or Gouin series).
- Review prior level's skills as needed.

CONTENT STANDARD 1: Communication

Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

K-1

Interpersonal Communication

- Perform simple commands (e.g., sit down, line up, get your pencil, etc).
- Respond to simple questions about themselves and surroundings (e.g., weather, school, home)
- Introduce and describe themselves, family members and pets, (e.g., me, my sister, my brother, my mother, my father, my grandfather, my grandmother and my pets).
- Name the days of the week and identify them on a calendar.
- Greet and respond to simple greetings and farewells, match time of day (morning, afternoon, evening) with pictured activity.
- Identify necessity and need with courtesy phrases, (e.g., bathroom please, pencil sharpener please, thank you).
- Identify dates, (months, days and numbers), tell birthdays and ages.

2-3

Interpersonal Communication

- Give simple commands or instructions to teacher and classmates (e.g., stand up, come here, raise your hand please, write your name).
- Respond to simple questions about themselves and surroundings (e.g., weather, places in city, beach, zoo, etc.).
- Identify and describe themselves and members of immediate family, (e.g., I am short, my mom is blonde).
- Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals).
- Imitate feelings, match feeling with picture and ask classmates how they feel, (e.g. I'm happy, I'm sad, I'm fine, I'm sick).
- Review prior level's skills as needed.

4-5

Interpersonal Communication

- Give more complex commands or instructions to classmates and teacher requiring a physical response (TPR).
- Expand conversational ability based on new information (e.g., climate, seasons, school schedules, etc.)
- Relate favorite pastimes (sports and hobbies).
- Identify and describe themselves and members of immediate and extended family.
- Ask and respond in simple conversations to questions about daily routine. (e.g., How are you? Where do you live? What time do you eat lunch?)
- Ask and state location of places and things (e.g., "Where is the zoo? The zoo is near the park.")
- Express likes and dislikes on a variety of topics (e.g., animals, sports, foods).
- Review prior level's skills as needed.