

## **Modern Languages---Year One (Beginning)**

### **I. Standard Number 1 (Goal One): Communicate in a Language Other Than English**

**Standard Rationale:** This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

#### **Learning Expectations:**

**1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

#### **Performance Indicators:**

The student is able to

- express likes, dislikes, and personal preferences (e.g., people, events, favorite activities, food);
- express needs, feelings, and ideas related to everyday situations (e.g., personal response to a movie, agreement or disagreement on a topic);
- exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time);
- ask and answer information questions.

**1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.

#### **Performance Indicators:**

The student is able to

- use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size);
- give and follow simple instructions (e.g., in games, with partners or groups, giving commands suggested by a picture).

**1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **Performance Indicators:**

The student is able to

- describe assorted objects and people (e.g., dress, types of dwellings, foods);

- use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging names, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests).

## **II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures**

**Standard Rationale:** The study of another language enables students to understand a different culture *on its own terms*. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

### **Learning Expectations:**

**2.1** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

### **Performance Indicators:**

The student is able to

- identify, compare and develop modes of interaction, gestures, oral expressions, greetings, leave-takings and common classroom interactions;
- develop familiarity with basic geographical features (countries, capitals, major rivers, mountain ranges, natural resources, etc.) of the regions being studied;
- develop familiarity with basic historical moments and figures.

**2.2** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### **Performance Indicators:**

The student is able to

- begin to experience songs, stories, games, traditional celebrations, art literature, film and other products of the cultures being studied.
- develop the vocabulary necessary for discussing housing, food, dress, and other tangible items of everyday life in the cultures being studied.

## **III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information**

**Standard Rationale:** Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

**Learning Expectations:**

**3.1** Reinforce and further knowledge of other disciplines through the foreign language.

**Performance Indicators:**

Students are able to

- identify words and roots from the target language class in other school subjects and extracurricular activities;
- reinforce data obtained from other subjects in the target language class;
- recognize some famous figures whose native language is the target language.

**3.2** Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Performance Indicators:**

Students are able to

- identify idiomatic expressions in both languages;
- recognize the difference in time and person as related to verb forms;
- use new information and perspectives to expand their personal knowledge.

**IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture**

**Standard Rationale:** Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

**Learning Expectations:**

**4.1** Demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Performance Indicators:**

Students are able to

- recognize “borrowed” words and cognates;
- be familiar with similarities and differences in sound system and pronunciation;
- identify basic grammar differences (e.g., gender, noun/adjective agreement);
- demonstrate awareness of formal and informal language;
- identify idiomatic expressions in both languages;
- recognize the difference in time and person as related to verb forms.

**4.2** Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

**Performance Indicators:**

Students are able to

- demonstrate awareness of body language and gestures in both cultures;
- compare simple patterns of behavior;
- identify different cultures’ belief/value systems;
- recognize different ways people live in different regions/communities;
- be familiar with tangible products (e.g., paintings, handicrafts, foods) of many cultures;
- be familiar with intangible products (e.g., nursery rhymes, songs, holidays) of many cultures;
- observe customs of different regions and countries.

**V. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies****Learning Expectations:**

**5.1** Use the language both within and beyond the school setting.

**Performance Indicators:**

Students are able to

- know professions that require proficiency in the target language;
- acquire information about the target language and the target culture;
- understand simple messages found on signs, posters, maps, etc. in the target language;
- locate on a map and pronounce the names of countries and cities in which the target language is spoken.

**5.2** Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

**Performance Indicators:**

Students are able to

- understand the main ideas of beginning level videos, television commercials, etc.;
- write simple letters or emails in the target language to the teacher and/or classmates;
- read, watch, and share news about countries where the target language is spoken.