



Elementary Program
(PK – 5th Grade)
Curriculum Essentials

Department of World Languages and Cultures

Overview for Elementary Spanish (PK – 5th Grade)

The Valwood World Languages and Cultures Program strives to engage students in language and cultural knowledge. Through the study of language, literature, and culture students will be immersed and instructed in a way that develops skills to interpret and communicate with clarity and fluency. The elementary program focuses on the following:

- Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.
- Children do this naturally without having to “learn” language.
- Developmentally, children have the natural ability to do this with a second language, too.

Primary Resource: SONRISAS LEVEL I where students engage in age-appropriate activities that promote language acquisition through:

- Music and verse
- Games, role-play, and drama
- Calendar activities
- Reading authentic literature
- Art projects

These activities are done in a consistent structure of Circle Time, Story Time, and Art Time. The theme for each lesson is integrated throughout each segment of the lesson—thereby engaging the multiple intelligences of students. Spiraled content across the lessons ensures that valuable repetition occurs. This approach— implemented within the consistent structure of Circle Time, Story Time, and Art Time—enables deep and effective acquisition over the course of the curriculum.

- **Circle Time:** Students sing songs, recite verse, play games, and do calendar and lesson activities—all in Spanish. Students review activities from previous lessons and are introduced to new content.
- **Story time:** The teacher reads a Spanish children’s storybook to students. This provides students with an authentic Spanish language experience, introduces new content, and engages students’ imaginations. **ART TIME:** Students complete an art project which is related to the theme for the lesson. While students are engaged, the teacher converses with them in Spanish, one-on-one, about what they are working on. This reinforces the learning target for the lesson.

Brief overview of topics covered:

1. Letters (weekly look at a letter of the alphabet's pronunciation, application, and vocabulary associated)
2. Countries (bi-weekly look at a Spanish speaking country, vocabulary associated, and brief cultural introduction)
3. Daily Calendar (daily look at information involving day, month, season, date, weather, clothing)
4. Main lessons are through Sonrisas Level 1 Curriculum
 - A. Pre-K through 2nd primary input is through Sonrisas
 - B. 3rd through 5th has supplemental lessons through Rockalingua
5. Additional standalone lessons for the following:
 - A. Hispanic Heritage Month (September 15-October 15)
 - B. Day of the Dead (November 1-2)
 - C. Thanksgiving (Late November)
 - D. Hanukkah (first week of December)
 - E. Christmas (second week of December)
 - F. Three Kings Day (first week of January)
 - G. Valentines Day (February 14th)
 - H. St. Patrick's Day (March 17th)
 - I. Earth Day (Late April)
 - J. Cinco de Mayo (May 5th).

Scope and Sequence for Elementary Program via Sonrisas Level 1

Lesson Number/Name	Learning Target	Performance Targets	Vocabulary and Phrases Covered (but not limited to)
1. Me llamo	Student tells what his or her name is.	<ul style="list-style-type: none"> • Student comprehends the question, “¿Cómo te llamas tú?” • Student answers the question using the phrase, “Me llamo ____.” 	¿Cómo te llamas tú? Me llamo ____.
2. Hola y adiós	Student exchanges greetings and expresses how he or she is feeling.	<ul style="list-style-type: none"> • Student comprehends and appropriately uses hola and adiós. • Student comprehends the question, “¿Cómo estás?” • Student answers the question using a word or phrase that expresses how he or she is feeling. 	hola, adiós, la mano, ¿Cómo estás? Muy bien, gracias, feliz, triste, cansado/a, enojado/a
3. ¿De qué color es?	Student identifies colors and provides information about colors around him or her.	<ul style="list-style-type: none"> • Student comprehends the question, “¿De qué color es?” • Student answers the question and identifies colors in Spanish. 	¿De qué color es? Es ____, rojo, anaranjado, azul, amarillo, verde, negro, blanco, rosado
4. ¿Cuántos hay?	Student counts to ten and provides information about how many there are of a given number of objects.	<ul style="list-style-type: none"> • Student identifies the numbers 1 –10 in Spanish. • Student comprehends the question, “¿Cuántos hay?” • Student answers the question using the phrase, “Hay ____.” 	¿Cuántos hay? Hay ____. uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

5. Las formas	Student identifies shapes and provides information about the number of sides of each shape.	<ul style="list-style-type: none"> • Student identifies common shapes in Spanish. • Student comprehends the question, “¿Cuántos lados tiene el ____?” • Student answers the question using the phrase, “Tiene ____ lados.” 	¿Cuántos lados tiene el ____? Tiene ____ lados. las formas, el círculo, el cuadrado, el triángulo, el rectángulo, el óvalo, el diamante, el semicírculo
6. ¿Qué día es hoy?	Student tells what day it is.	<ul style="list-style-type: none"> • Student identifies the days of the week in Spanish. • Student comprehends the question, “¿Qué día es hoy?” • Student answers the question using the phrase, “Hoy es ____.” 	¿Qué día es hoy? Hoy es _____. el lunes, el martes, el miércoles, el jueves, el viernes, el sábado, el domingo
7. ¿Cuál es el mes?	Student tells what month it is.	<ul style="list-style-type: none"> • Student identifies the months in Spanish. • Student comprehends the question, “¿Cuál es el mes?” • Student answers the question using the phrase, “Es ____.” 	¿Cuál es el mes? Es _____. enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
8. Las estaciones	Student tells what season it is.	<ul style="list-style-type: none"> • Student identifies the four seasons in Spanish. • Student comprehends the question, “¿Cuál es la estación?” • Student answers the question using the phrase, “Es el/la ____.” 	¿Cuál es la estación? Es el/la _____. el invierno, la primavera, el verano, el otoño

<p>9. ¿Qué tiempo hace?</p>	<p>Student tells what the weather is like.</p>	<ul style="list-style-type: none"> • Student comprehends the question, “¿Qué tiempo hace?/¿Cómo está el tiempo/¿Cómo está el clima?” • Student answers the question using one or more of the following phrases: “Hace sol/Está soleado,” “Llueve/Está lloviendo,” “Nieva/Está nevando,” “Hace calor,” “Hace frío,” “Hace viento/Está ventoso,” or “Está nublado.” 	<p>¿Qué tiempo hace?/¿Cómo está el tiempo/¿Cómo está el clima? Hace sol./ Está soleado. Llueve./Está lloviendo. Nieva./Está nevando. Hace calor. Hace frío. Hace viento./Está ventoso. Está nublado.</p>
<p>10. Mi cuerpo</p>	<p>Student identifies the major body parts.</p>	<p>Student identifies the major body parts in Spanish.</p>	<p>la cabeza, los hombros, las piernas, los pies, los ojos, la boca, la nariz, las orejas, el cuello, la panza, los brazos, el pelo, la espalda, las rodillas</p>
<p>11. La ropa</p>	<p>Student identifies clothing and provides information about the clothing he or she and others are wearing.</p>	<ul style="list-style-type: none"> • Student identifies items of clothing in Spanish. • Student comprehends the question, “¿Qué lleva (Juan)?” • Student answers the question using the phrase,“(Juan) lleva ____.” • Student comprehends and uses the phrase, “Llevo (rojo) en ____.” 	<p>¿Qué lleva ____? Llevo ____ . la gorra, el sombrero, la camisa, los pantalones, los zapatos, los calcetines, las botas, la chaqueta, los guantes</p>

12. Mi familia	Student identifies different family members.	<ul style="list-style-type: none"> • Student identifies family members in Spanish. • Student comprehends the question, "¿Quién es?" • Student answers the question using the phrase, "Es mi mamá/ papá/ hermano/ hermana/ abuelo/ abuela/tío/ tía/ primo/ prima." 	¿Quién es? Es mi ____ . Yo, mamá, papá, hermano, hermana, abuelo, abuela, tío, tía, primo, prima
13. Buenas noches, buenos días	Student engages in conversation by using phrases and commands associated with bedtime and waking up.	<ul style="list-style-type: none"> • Student comprehends and uses the phrases, "Acuéstate," "Cierra los ojos," "Buenas noches," "Despiértate," and "Buenos días." 	Acuéstate. Cierra los ojos. Buenas noches. Despiértate. Buenos días.
14. ¿Dónde está?	Student provides information about where something or someone is located.	<ul style="list-style-type: none"> • Student comprehends the question, "¿Dónde está ____?" • Student answers the question using the phrases, "Está aquí," "No está aquí," and "____ está.." 	¿Dónde está ____? Está aquí. No está aquí. ____ está...
15. ¿Qué te gusta?	Student expresses his or her opinions as to whether he or she likes something or not.	<ul style="list-style-type: none"> • Student comprehends the question "¿Te gusta(n) ____?" • Student answers the question using the phrases, "Sí, me gusta(n) ____" or "No, no me gusta(n) ____." 	¿Te gusta ____? Sí, me gusta(n) ____ . No, no me gusta(n) ____.

16. Grande y chiquito	Student describes something by its size.	<ul style="list-style-type: none"> • Student comprehends the question, “¿Es grande o chiquito?” • Student answers the question using the phrase, “Es grande/mediano/ chiquito.” 	grande, mediano/a, chiquito/a, ¿Es grande o chiquito? Es grande/mediano/ chiquito. pequeño/a
17. Bueno y malo	Student describes something as good or bad.	<ul style="list-style-type: none"> • Student understands the adjectives bueno and malo. • Student comprehends and uses the phrases, “Qué bueno” and “Qué malo” to describe different situations as good or bad. 	¿Es bueno or malo? bueno, malo, ¡Qué bueno! ¡Qué malo!
18. Limpio y sucio	Student describes something as clean or dirty.	<ul style="list-style-type: none"> • Student understands the adjectives limpio and sucio. • Student comprehends the question, “¿Está limpio/a o sucio/a?” • Student answers the question using the phrases, “Está limpio/a” or “Está sucio/a.” 	limpio/a, sucio/a, ¿Está limpio/a o sucio/a? Está limpio/a. Está sucio/a.
19. Arriba y abajo	Student describes something as “up above” or “down below.”	<ul style="list-style-type: none"> • Student comprehends the question “¿Dónde está ____?” • Student answers the question using the phrases, “Está arriba/abajo.” 	¿Dónde está ____? Está arriba. Está abajo.

20. Mi casa—un repaso	Student provides information about his or her house and reviews previously learned concepts.	<ul style="list-style-type: none"> • Student comprehends and uses the words la puerta, la ventana, and el techo. • Student uses the words as they review previously learned vocabulary and phrases. 	mi casa, ¿Dónde está ____? la puerta, la ventana, el techo, ¿Cuántos/as ____ hay? ¿Es grande? ¿Es chiquita? ¿De qué color es?
21. Salta, ranita, salta	Student uses the command for “jump” and identifies various animals.	<ul style="list-style-type: none"> • Student comprehends and uses the command, "¡Salta!" • Student identifies various animals from the book. 	¡Salta! la mosca, el pez, la serpiente, la tortuga, los niños
22. Escucha	Student uses the command for “listen.”	<ul style="list-style-type: none"> • Student comprehends and uses the commands “Escucha” and “Escúchame.” 	Escucha. Escúchame. orejas
23. Tengo hambre	Student expresses the feeling of being hungry.	<ul style="list-style-type: none"> • Student identifies fruits in Spanish. • Student comprehends the question, “¿Tienes hambre tú?” • Student answers the question using the phrase, “(Sí/No,) yo (no) tengo hambre.” 	¿Tienes hambre tú? Tengo hambre. Tiene hambre. la manzana, la pera, la ciruela, la fresa, la naranja
24. Yo veo	Student provides information about what he or she sees.	<ul style="list-style-type: none"> • Student comprehends the question, “¿Qué ves tú?” • Student answers the question using the phrase, “Yo veo ____.” 	¿Qué ves tú? Yo veo ____ . el catalejo

25. Yo puedo	Student provides information about what he or she is able to do.	<ul style="list-style-type: none"> • Students comprehend the question, “¿Puedes ____ tú?” • Students answer the question using the phrase, “Sí, yo puedo.” 	¿Puedes ____tú? Sí, yo puedo.
26. Yo quiero	Student provides information about what he or she wants.	<ul style="list-style-type: none"> • Student comprehends the questions, “¿Quieres ____?” and “¿Qué quieres tú?” • Student answers the question using the phrase, “Yo quiero ____.” 	¿Quieres ____? ¿Qué quieres tú? Yo quiero ____ el plátano, la naranja, las nueces, la piña
27. El Dieciséis	Student understands the relationship between the practices, products, and perspectives of Mexican culture by celebrating el Dieciséis.	<ul style="list-style-type: none"> • Student understands the story of El Grito. • Student understands that el Dieciséis is Mexican Independence Day. • Student understands that Mexicans display the Mexican flag as an act of patriotism. • Student comprehends and uses the phrase, “¡Viva México!” 	la bandera de México, ¡Viva México! ¿De qué color es? Es roja, verde, y blanca., la águila
28. Halloween/¿Cómo está la calabaza?	Student describes how others are feeling.	<ul style="list-style-type: none"> • Student comprehends the question, “¿Cómo está la calabaza?” • Student answers the question using the phrase, “Está (feliz/ triste/cansada/ enojada/ asustada/ cómica).” 	la calabaza, ¿Cómo está la calabaza? Está ____ feliz, triste, cansada, enojada, asustada, cómica

29. El Día de los Muertos	Student understands the relationship between the practices, products, and the perspectives of Mexican culture by celebrating el Día de los Muertos.	<ul style="list-style-type: none"> • Student identifies the name of the holiday el Día de los Muertos. • Student compares and contrasts el Día de los Muertos and Halloween. • Student understands that el Día de los Muertos is a time to remember deceased loved ones. • Student identifies typical el Día de los Muertos decorations, such as tissue paper flowers and sugar skulls. 	el Día de los Muertos, Espérense. la calavera, empanadas, pan de muertos, el esqueleto
30. El día de acción de gracias	Student uses good manners to engage in polite conversation and identifies vocabulary associated with mealtime.	<ul style="list-style-type: none"> • Student identifies the different utensils used in a place setting. • Student comprehends and uses the phrases, “Por favor,” “Gracias,” and “De nada.” 	por favor, Gracias. De nada. la comida, el plato, la servilleta, la cuchara, el cuchillo, el tenedor, el vaso
31. La Navidad	Student uses vocabulary associated with Christmas and reviews previously learned concepts.	<ul style="list-style-type: none"> • Student comprehends and uses vocabulary associated with Christmas. • Student reviews previously learned vocabulary and phrases associated with colors, numbers, sizes, etc. 	La Navidad, Feliz Navidad, el arbolito, el regalo, los ornamentos, las luces, la estrella, la calceta de Navidad, ¿De qué color es? ¿Cuántos ___ hay? ¿Es grande o chiquito?
32. Las Posadas	Student understands the relationship between the practices and perspectives of Spanish-speaking cultures through the reenactment of a las Posadas procession.	<ul style="list-style-type: none"> • Student understands the las Posadas story. • Student comprehends and uses phrases associated with a las Posadas procession. • Student understands that las Posadas is a Christmas tradition in Spanish-speaking cultures 	Por fin! Buenas noches. peregrinos, ¿Qué quieren? Pedimos posadas. No hay campo. No pueden entrar. Largo de aquí. ¿Cómo se llaman? Pasen, por favor.

33. El día de San Valentín	Student expresses the sentiment, “I love you,” and identifies family members.	<ul style="list-style-type: none"> • Student comprehends and uses the phrase, “Te quiero.” • Student identifies different family members. 	Te quiero. mamá, papá, abuelo/a, hermano/a, querido/a, con cariño, un abrazo, un beso
34. La Pascua	Student uses vocabulary associated with Easter and reviews the question, “¿Dónde está?”	<ul style="list-style-type: none"> • Student comprehends the question, “¿Dónde está?” • Student answers the question using the phrase, “Está aquí.” • Student comprehends and uses vocabulary associated with Easter. 	La Pascua, ¿Dónde está ____? Está aquí. el huevo, huevos de Pascua, el conejito
35. El Cinco de Mayo	Student understands the relationship between the products, practices, and the perspectives of Mexican culture by celebrating el Cinco de Mayo.	<ul style="list-style-type: none"> • Student hears the story of the Battle of Puebla. • Student understands the significance of the Battle of Puebla. • Student learns about typical ways Mexicans celebrate el Cinco de Mayo, such as doing a piñata, listening to mariachi music, and eating Mexican food. • Student comprehends and uses the phrase, “¡Viva México!” 	el Cinco de Mayo, ¡Viva México! ¿De qué color es? Es ____ la bandera, el mariachi, la piñata

Use of the Target Language in the Classroom **(American Council of Teachers of Foreign Languages – ACTFL)**

Research indicates that effective language instruction must provide significant levels of meaningful communication* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

Novice-Low/Intermediate-Mid Proficiency Range Levels

The study of a second language is affected by complex factors and variables that influence both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures in question. The specific language and culture that learners study and their performance profile at entry will affect the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the first and target languages, scheduling patterns of the language program, and the scope and sequence of the language program.

Secondary learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. It is important to re-emphasize that a student's level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to a student's cognitive and interest levels.

The progression of world language learners through the World Languages Standards is based on an uninterrupted sequence of language and culture study. With varying entry and exit points, teachers will need to modify the content and related language activities in their specific program depending upon the student's age and when he/she begins the study of a particular language. For example, the novice range applies to all students beginning to learn a second language, which may occur at any age. The novice range may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program, depending upon the factors listed above. Likewise, the intermediate range occurs over a period and a variety of experiences. For example, for world language learners to reach the prepared graduate competency at the intermediate-mid range in a Group I Romance language, they mostly likely will need a minimum of a sixth- through twelfth-grade program of uninterrupted sequential language learning with enough meaningful interaction with the language and its cultures. Curriculum design and development addresses these variables.

Elementary Spanish Program

Range Level Expectations at a Glance: Novice-Low

Range Level Expectations: Novice-Low	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode) 2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode) 3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Identify common practices within the target cultures studied 2. Identify common products of the target cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Identify information that can be gathered from target language resources connected to other content areas 2. Locate and use basic information from target language resources.
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied 2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture

Content Area: World Languages and Cultures
Standard 1: Communication in Languages Other Than English

Prepared Graduates:	
➤ Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
1. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Copy and exchange simple messages b. Imitate modeled words and phrases using intonation and pronunciation c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases d. Use words and phrases without awareness of grammatical structures e. Answer simple questions about very familiar topics 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language? 2. How do people show that they do not understand? 3. How does one know they are understood?
	Relevance and Application: <ol style="list-style-type: none"> 1. Simple surveys on websites appear in multiple languages. 2. Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners start with words to make meaning. 2. Language learners acquire and retain.

Content Area: World Languages and Cultures
Standard 1: Communication in Languages Other Than English

Prepared Graduates:	
➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Understand short, simple conversations and narratives when using objects, visuals, and gestures b. Respond to questions seeking clarification (for example, do you understand? What is this?) c. Follow simple commands d. Recognize the symbols of the target language writing system 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language? 2. Why do cognates exist? 3. Why are there many languages in the world?
	Relevance and Application: <ol style="list-style-type: none"> 1. Information on writing systems for languages around the world is available on web pages. 2. Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners start with words to make meaning. 2. Language learners acquire and preserve connections.

Content Area: World Languages and Cultures
Standard 1: Communication in Languages Other Than English

Prepared Graduates:	
➤ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
3. Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Reproduce high-frequency words and phrases b. Use words derived from cognates, prefixes, and thematic vocabulary c. Recite single-word or high-frequency responses to visual cues 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language? 2. Why memorize? 3. What is the impact of culture on language?
	Relevance and Application: <ol style="list-style-type: none"> 1. Record and play aural playback lists, chants, and songs using a tape recorder. 2. Bilingual or multilingual signs and labels on streets and buildings can provide information to people who speak a variety of languages.
	Nature of World Languages: <ol style="list-style-type: none"> 4. Language learners start with words to make meaning. 5. Language learners acquire and retain.

Content Area: World Languages and Cultures
Standard 2: Knowledge and Understanding of Other Cultures

Prepared Graduates:	
➤ Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
1. Identify common practices within the target cultures studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Acknowledge and imitate basic greetings and gestures b. Identify some common social practices at home and school c. Identify a few major traditions and celebrations 	Inquiry Questions: <ol style="list-style-type: none"> 3. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture? 4. What do greetings and gestures say about a culture? 5. What attitudes and values are reflected in traditions and celebrations?
	Relevance and Application: <ol style="list-style-type: none"> 3. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures. 4. People from different cultures can interact with each other in multiple ways. 5. A variety of societal norms and behaviors exist in cultures throughout the world.
	Nature of World Languages: <ol style="list-style-type: none"> 3. Language learners begin to see that differences exist among cultures. 4. Language learners begin to learn about traditions and celebrations.

Content Area: World Languages
Standard 2: Knowledge and Understanding of Other Cultures

Prepared Graduates:	
➤ Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
2. Identify common products of the target cultures studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation) b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture? 2. How does a student develop cultural understanding by examining the products of another culture? 3. How is the culture of a people reflected in its expressive products? 4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)?
	Relevance and Application: <ol style="list-style-type: none"> 1. Dancers' and mimes' costumes and performances reflect elements of their culture. 2. Every culture produces a variety of tangible and expressive products.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners understand that products vary among cultures. 2. Language learners point out products that are different from their own cultural experiences.

Content Area: World Languages and Cultures
Standard 3: Connections with Other Disciplines and Information Acquisition

Prepared Graduates:	
➤ Reinforce and further their knowledge of other disciplines through the foreign language	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
1. Identify information that can be gathered from target language resources connected to other content areas	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts) b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does an understanding of another language and culture increase people’s ability to function in a variety of content areas in an interdisciplinary manner? 2. How does studying a language help? 3. How does one acquire a language?
	Relevance and Application: <ol style="list-style-type: none"> 1. Learning a different language leads to greater understanding of an individual’s own language. 2. Websites provide information on geographical and weather maps for areas in all parts of the world.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners realize there are resources available in the target language about topics they study in other classes.

Content Area: World Languages and Cultures
Standard 3: Connections with Other Disciplines and Information Acquisition

Prepared Graduates:	
➤ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
2. Use authentic resources to locate basic information	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Extract main ideas and key words from authentic resources b. Use knowledge obtained from authentic resources to apply to new topics 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints? 2. Where can people find a target language outside of the classroom? 3. Why is using background knowledge important?
	Relevance and Application: <ol style="list-style-type: none"> 1. International examples of search engines both enlarge one’s perspectives but also permit one to better access a target language. Studying another language will promote increased cultural awareness.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners realize that there are other languages and cultures different from their own.

Content Area: World Languages and Cultures

Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture

Prepared Graduates:	
➤ Demonstrate understanding of the nature of language through comparisons of the language studied and their own	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
1. Identify similarities and differences of the most basic vocabulary through comparisons of the student’s own language and the language studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> Recognize basic vocabulary in both the native language and their own language to make comparisons Recognize some simple structures in the target language that differ from their own language Recognize different pronunciation and intonation of individual words and basic phrases Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure 	Inquiry Questions: <ol style="list-style-type: none"> How does knowledge of another language enhance people’s understanding of the essentials of language in general? How does a student identify most basic vocabulary and language patterns within his/her own language and the language studied? How does the study of another language develop an individual’s ability to identify and
	Relevance and Application: <ol style="list-style-type: none"> Linguists use databases, dictionaries, and interviews to analyze the meanings of words and phrases in a variety of languages. Language researchers study word games (such as tongue twisters) in a variety of languages to learn about sounds and word structures.
	Nature of World Languages: <ol style="list-style-type: none"> Language learners experiment with a new language. Language learners are eager to learn a language.

Content Area: World Languages and Cultures

Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture

Prepared Graduates:	
➤ Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
Range Level Expectation: Novice-Low	
The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.	
Concepts and skills students master:	
2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student’s own culture	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own b. Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own c. Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own d. Recognize the contributions of the target cultures to the student’s culture and vice versa 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does knowledge of another language enhance people’s understanding of culture and society in general? 2. How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world? 3. How does language study increase a student's understanding and appreciation of his/her own culture?
	Relevance and Application: <ol style="list-style-type: none"> 1. Understanding games and songs around the world can help people working or traveling in other cultures to make friends. 2. People who buy or sell things in other cultures need to understand differences and similarities in products and perspectives between cultures.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners identify cultural similarities. 2. Language learners recognize and list significant cultural differences.



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