

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

## Elementary Language Program Year 1

**Course:** Chinese, Japanese, Russian, Spanish

**Level:** Elementary

**Grades:** Kindergarten

### Course Description:

The world language program in SCS focuses on using languages in real-world situations. Students learn language that prepares them to communicate with others through oral language, print, and media. Although students will need to know vocabulary, grammar, and cultural information, they learn them in order to use them purposefully for communication with others. This emphasis on communication aligns the SCS curriculum with state and national standards.

At each level of world language instruction, students expand the topics on which they are able to communicate, the ways in which they are able to express themselves and understand others, and the sophistication with which they can express ideas. Student understanding of other cultures, ability to behave in culturally acceptable ways, and to recognize the relationships between language and culture grow with each unit, year, and level of world language study.

Each level of the SCS world language curriculum is guided by clear statements of what students will know and be able to do. Realistic expectations for how well students will be able to use their language and cultural skills are also clearly stated. These objectives determine what teachers teach, what practice activities are provided to students, and how student progress is evaluated. Ultimately, because the goal of learning language is to be able to use it, SCS teachers are expected to test and evaluate their students on what students can do with what they have learned.

SCS world language course descriptions include: 1) a series of 'can do' statements that indicate what students are expected to demonstrate their ability to do by the end of each academic year of instruction, and 2) a description of how well students can use the language they have learned at the end of the year.

**National Standards:** Communication, Culture, Connections, Comparisons, Communities

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

**State Standards:** Communication, Culture, Connections, Comparisons, Communities

[http://www.tn.gov/education/ci/foreign\\_lang/elem.shtml](http://www.tn.gov/education/ci/foreign_lang/elem.shtml)

**Technology Standards:** <http://www.iste.org/AM/Template.cfm?Section=NETS>

### Essential Knowledge and Skills:

***At the end of the Kindergarten Modern Language Program your student will be able to...***

- use the target language alphabet to spell some very familiar words (Spanish only)
- identify colors.
- greet and say good-bye in a variety of ways.
- ask how someone is and say how they are.
- talk about what you like and do not like.
- talk about some traditional holidays and celebrations .
- talk about some cultural differences between personal culture and the one studied .
- name and describe family members and other people/objects in their daily lives.
- name and describe selected zoo animals.
- follow simple stories in the target language when told using picture books or other visual aids.
- understand a class conducted entirely in target language.
- follow directions given in the target language within familiar contexts.



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## **How well will your student be able to use their language at the end of the Kindergarten Modern Language Program?**

Young students beginning to learn a world language understand much more than they can say. They can comfortably participate in a class where little or no English is used. They can follow instructions, understand stories, and answer teacher questions using yes/no or actions. They understand their teacher when he or she speaks about topics they have learned but need the support of verbal or nonverbal clues and visuals. These students rely greatly on repetition and contextual clues. They speak using primarily one word or phrase and rely heavily on memorized expressions. They have an extremely limited vocabulary and have not yet learned grammatical structures. To communicate they use repetition, verbal or nonverbal expressions, visual props, contextual clues, or often fall back on their native language. Most frequently it is their teachers (or others who are used to speaking to beginning speakers) who can understand them. Although they make mistakes they are beginning to express their own ideas in a very limited manner. The student's cultural awareness of the similarities and differences between the native and the world language begins to emerge as is their understanding of the target culture. **\*\*Students do not progress to a new proficiency level each year.**

## **Performance Expectations: Student Outcomes**

### **Unit One**

### **Let's Get to Know Each Other**

- I can follow directions in the target language.
- I can tell you my name.
- I can tell you my age.
- I can tell you what I like to do and do not like to do.
- I can tell you what colors I like and do not like.
- I can tell you how I am.
- I can use politeness phrases correctly.
- I can tell you about myself.
- I can count to 10.

### **Sample Performance Assessment:**

Your teacher wants to get to know you a little better and asks you some questions about yourself. Tell your teacher your name, age, which colors you like and what you like and don't like to

### **Unit Two**

### **My Family is Special**

- I can name family members and pets.
- I can tell you what family members and pets I have or do not have.
- I can tell you if my family and pet is big or small.
- I can describe a pet by size and color.
- I can tell you what my family member likes and does not like to do.
- I can say please, thank you, and you're welcome.

### **Sample Performance Assessment:**

Your pet (or pretend pet) is lost and you ask your classmates to help you find it. Describe your pet to your classmates to see if they have seen it.

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## Holiday Unit

## Holiday Time in the Target Culture

- I can identify important figures and elements of the holiday season from the target culture.
- I can greet my teacher and classmates in a seasonally and culturally appropriate way.
- I can sing a traditional holiday song from the target culture.

### Sample Performance Assessment:

There is a holiday talent show at your school. You want to sing a target language holiday song in the show. Today you are trying out, and will sing the song for the teacher.

## Unit Three

## Let's Go to the Zoo

- I can name some zoo animals.
- I can tell you what zoo animals I like and do not like.
- I can describe zoo animals based on size, length and physical description.
- I can tell you what an animal is doing.
- I can talk about zoo animals that I like and do not like according to their physical descriptions.

### Sample Performance Assessment:

Oh, no... a cage was left open at the zoo! Help the zookeeper find the missing animal by giving a description of the animal and what he may be doing.

## Unit Four

## Let's Go to the Zoo

- I can describe some animals based on physical descriptions.
- I can describe some family members based on physical descriptions.
- I can tell you what an animal is doing.
- I can talk about zoo animals that I like and do not like according to their physical descriptions.

### Sample Performance Assessment:

Oh, no... a cage was left open at the zoo! Help the zookeeper find the missing animal by giving a description of the animal and what he may be doing.

### Cross-content connections:

- World Geography
- World History
- Visual Art
- Music
- Health and Wellness/ PE
- English/Language Arts
- Humanities

