

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

## Elementary Language Program Year 2

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

**Level:** Elementary

**Grade(s):** First

### 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 first grade Modern Language course your student will be able to...***

- talk about family members & pets.
- describe family members & pets.
- talk about what family members and pets like to do.
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### ***How well will your student be able to use their language at the end of the second consecutive year in a 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

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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

### Welcome Home!

- I can ask you where you live and tell you where I live.
- I can tell you who I have (do not have) in my family.
- I can ask you what you like to do and tell you what I like to do.
- I can tell you my family member's and pet's names.
- I can tell you what my family members like and do not like to do.
- I can describe pets.

### Sample Performance Assessment:

You have a new student in your class who speaks \_\_\_\_ and you want to find out where he/she lives, who he/she lives with and what he/she likes to do. You also want to share your information with him/her.

### Unit Two

### My Fun Day at School

- I can tell you what school supplies I have.
- I can describe school supplies by size and color.
- I can ask and tell you what I like or dislike to do at school.
- I can tell you what grade I am in.
- I can ask and tell you why I like/dislike school.
- I can tell you what school supplies I have.
- I can describe school supplies by size and color.

### Sample Performance Assessment:

Students will shop in a simulated Target culture store/market. Students must "buy" all their school supplies from their shopping list, speaking in the target language with the "venders"

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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:

It's holiday time. Your mom/dad has a new friend from work who is from \_\_\_\_, and he/she is coming over for dinner. After dinner, you want to show your guest that you can sing a song in \_\_\_\_\_. Tell him/her that you like to sing and then sing the holiday song you learned at school for him/her.

## Unit Three

## My Healthy Life

- I can ask you what you like to eat and tell you what I like to eat.
- I can ask you what you eat for breakfast/lunch/dinner and tell you what I eat for breakfast/lunch/dinner.
- I can tell you what food is healthy and unhealthy.
- I can tell you what food I should (not) eat and why.
- I can compare what I eat to what people in \_\_\_\_ eat.
- I can describe a healthy meal.

### Sample Performance Assessment:

One of the students in class brought pictures of food from International Food Fair. Discuss with your partners what foods are healthy and unhealthy and what you can eat for different meals of the day.

## Unit Four

## Each Day is Different

- I can tell you what day of the week it is.
- I can ask and tell about today's weather.
- I can tell you what I like/ do not like to do during the week and ask you what you like/dislike to do.
- I can ask and tell you what my family member likes/dislikes to do during the week.

### Sample Performance Assessment:

You have a student who speaks the TL in your class. After school their parents work late too so you chat about your plans for the week and compare what you need to do!

### Cross-content connections:

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