

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Elementary Language Program Year 3

Course: Chinese, Japanese, Russian, Spanish

Level: Elementary

Grade(s): Second-Fifth

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

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

Essential Knowledge and Skills:

At the end of the third consecutive year Modern Language course your student will be able to...

- Use the target language alphabet to spell
- Identify colors
- Identify classroom objects and school supplies
- Tell the date using day and month
- Ask and tell when their birthday is
- Identify the seasons of the year
- Use simple phrases to talk about the weather
- Use numbers 0-100 in simple statements
- Greet and say good-bye in a variety of ways
- Introduce people and respond to an introduction
- Ask how someone is and say how they are
- Ask and respond to how old someone is
- Ask where someone is from and say where they are from
- Talk about what you like and do not like
- Identify in authentic text cognates and borrowed words from target language
- Write short and simple biographical statements
- Talk about what they want and need
- Talk about what you need and want to do
- Talk about some traditional holidays and celebrations



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How well will your student be able to use their language at the end of the third consecutive year of Modern Language study?

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

A Blustery Day!

- I can ask and tell you what the weather is like today.
- I can ask and tell you what the weather is like in each season.
- I can tell you what season/weather I (don't) like and why.
- I can tell you which clothes I wear for different types of weather and why.
- I can ask you what you like to do and tell you what I like to do during each season.
- I can present a weather report.
- I can describe my perfect day based on the weather, including what I do and what I wear.

Sample Performance Assessment:

You have a pen pal in _____. Your pen pal asked you what season you like. Tell what season you like, what the weather is like in that season, what you like to do during that season, and which clothes you wear for that type of weather.

Unit Two

Animal Planet

- I can identify some habitats and animals that live there.
- I can tell you what things are in an animal habitat.
- I can tell you the climate of different habitats.
- I can ask and tell you what an animal is doing.
- I can ask and tell you what an animal eats.
- I can ask and tell you where an animal lives.
- I can present a report on an animal and its habitat.

Sample Performance Assessment:

You are at your mom's work with her, and there is someone from ____ that works with her. She asks you about your favorite animal at the zoo. Tell her about your favorite animal, where it lives, what it eats, and what it does.

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Holiday Unit

It's Time to Celebrate

- 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

Let's travel

- I can ask and tell you where I want to travel and why.
- I can ask and tell you when I want to travel.
- I can ask and tell you who I want to travel with.
- I can ask and tell you what I need to travel
- I can ask and tell you what I want to do at (location).
- I can ask and tell you where I want to travel and why.

Sample Performance Assessment:

You won a trip to (TL Country). You want to help your family plan since you speak (TL). You call the travel agency with a family member to make arrangements. Be sure to share what your family wants to do see and do while in the target country.

Unit Four

Around Town

- I can identify important places in the community.
- I can identify different types of transportation.
- I can tell you what places are around my school.
- I can ask and tell you how to get to different places in a community.
- I can tell you some occupations people have in my community.
- I can ask and tell you where people in my community work.

Sample Performance Assessment:

You have a new neighbor who is from _____. He/she doesn't speak English well and has gotten lost several times in the neighborhood. Create a basic map of the community for him/her. Label all of the places and who works there.

Cross-content connections:

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

