

St. John-Endicott Cooperative Schools World Language Curriculum Standards

with Performance Indicators

Program Standards

- Understand the culture, customs, and traditions of the countries of the target language and recognize and appreciate similarities and differences with own culture.
- Be able to communicate* in the target language.
- Understand that languages have structure, that structure varies from language to language, and the structure of English.

* "Communicate" in this set of standards means the ability to relay information with the least possible loss of meaning through reading, writing, speaking, and listening.

World Language Standards Elementary/Junior High (Introductory Course)

Focus of the year/program: sense the differences and become interested

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.

- A. Think clearly and solve problems about language (classify, decide, solve, compare).
- B. Talk and write clearly about language (present, persuade, collaborate, explain, defend, recommend).
- C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
- D. Use the quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for many purposes.

- A. Be able to read and enjoy literature.
- B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to use different ways of greeting people in different situations in the target language.

- A. Know and apply gestures and words for conventional greetings.
- B. Know and apply terms of address in both formal and informal situations.

4. Be able to imitate language sounds in the target language.

- A. Be able to recognize and say the alphabet.
- B. Be able to recognize and say sound combinations.
- C. Be able to recognize silent letters.
- D. Be able to pronounce vocabulary words with reasonable accuracy.

5. Be able to respond to basic questions and classroom directions in the target language.

- A. Be able to answer personal questions (age, likes and dislikes, names, where live, time, dates).
- B. Be able to use vocabulary words, pronouns, and a few basic verbs.
- C. Be able to ask simple questions.
- D. Be able to react properly to simple classroom commands and directions.
- E. Be able to identify and apply the vocabulary for classroom objects and activities.

6. Be able to use simple sentences.

- A. Be able to use pronouns and a few basic verbs.
- B. Be able to describe classmates, family, and self.
- C. Be able to give and respond to simple commands.
- D. Be able to identify cognates.
- E. Be able to recognize the vocabulary words for each unit.

7. Be able to watch and listen for main ideas and details.

- A. Be able to identify cognates.
- B. Be able to watch others' actions and reactions to discover meaning.
- C. Be able to restate in English a simple passage in the target language.
- D. Be able to find specific details in simple passages in the target language.

8. Possess basic knowledge of the geography and culture of countries of the target language.

- A. Be able to identify countries of the target language on the globe.
- B. Be able to identify the capitals and a few key features on a map of the countries.
- C. Be able to explore the countries' traditions, stories, arts, etc.

World Language Standards Year One

Focus of the year: basic components and patterned situations

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to use literature.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to communicate with basic social expressions and conventions of language and gesture.

- A. Be able to use conventional gestures and words in greetings and farewells and courtesy expressions.
- B. Be able to recognize and apply levels of formality (pronouns, terms of address, other unique aspects).

4. Be able to use correct pronunciation and understand the written sound and meaning symbols.

- A. Be able to recognize and say the alphabet in the language.
- B. Be able to recognize and use symbols unique to the target language (diacriticals, silent letters, unique letters).
- C. Be able to produce sounds and sound combinations with a recognizable movement away from native habits.
- D. Know expected basic differences in stress and pitch and begin to assimilate them.

5. Understand some basic structures of the language and be able to use the present tense.

- A. Be able to apply basic differences of word order and inflection.
- B. Be able to apply basic pronoun cases (objective and subjective) and basic differences of agreement.
- C. Be able to apply the concepts of first/second/third person, singular, plural persons, and formal/informal.
- D. Know verb types and apply the appropriate verb ending.
- E. Be able to use present tense forms properly.

6. Be able to ask/answer questions of personal information and everyday functions and respond verbally and in action to classroom directions and instructional vocabulary.

- A. Know and apply correct grammatical structures (word order and placement, agreement, etc.).
- B. Be able to pronounce and apply basic pronouns, negation and vocabulary words.
- C. Be able to ask and answer basic information questions in a comfortable and nonrote manner.
- D. Be able to use numbers correctly for basic communication (time, dates, counting, money, age, computation).
- E. Know and be able to apply the words for classroom objects and activities and do exactly as directed.
- F. Know and be able to apply the correct terms of address and manners for speaking to teachers and fellow students.

7. Be able to read and listen for main ideas and/or details and be able to communicate effectively in a limited number of simple real life situations.

- A. Be able to paraphrase in English a brief written or spoken passage applying studied grammatical forms and vocabulary.
- B. Be able to listen/read for specific requested details and apply active listening skills (attentive and ready to respond).
- C. Be able to function in restaurants, on phone, in taxis, at hotels, on planes/airports and trains/stations, on streets, etc.
- D. Be able to carry on light general conversations (introductions, weather, courtesies, etc.).
- E. Be able to apply expected pronunciation, vocabulary, grammatical structures, and cultural norms.

8. Possess a basic knowledge of history, geography, culture of the countries of the target language.

- A. Be able to identify on maps the countries' capitals, other major cities, key landforms, and major regions.
- B. Know the historical significance of certain events, persons, monuments, artistic achievements, etc.
- C. Know and be able to apply the terms culture, anthropology, ethnocentrism, and customs.
- D. Know significant customs, cultural traits, and traditions and be able to compare them to own in a non-judgmental manner.

World Language Standards Year Two

Focus of the year: survival skills

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to use literature.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to demonstrate all of the first year standards with greater depth and complexity, in the past, present, and future tenses in survival situations.

- A. Be able to communicate easily with the basic social expressions and the social conventions of language and gesture.
- B. Be able to bring pronunciation to a level of some comfort and close to what a native speaker could comprehend.
- C. Be able to ask and answer basic questions with ease and respond readily to classroom directions.
- D. Know and be able to apply verb endings for all three basic tenses.
- E. Be able to function exclusively in the target language for extended blocks of classroom time.

4. Be able to recognize structure in language and demonstrate use of structural patterns in the target language.

- A. Be able to use words describing the past and future.
- B. Be able to compare and contrast word order patterns in the target language and in English.
- C. Be able to recognize cognates and false cognates.
- D. Know and be able to apply agreement and pronoun cases.
- E. Know and be able to apply different structures for formal and informal situations.
- F. Know and be able to apply patterns of pitch and stress showing some movement from English patterns.
- G. Know and be able to apply prepositions and conjunctions.

5. Be able to communicate in spoken and written form.

- A. Be able to write and read friendly letters using all three tenses so that a native speaker could readily comprehend, and be able to apply basic differences of writing convention, such as punctuation and capitalization.
- B. Be able to converse in all three tenses about familiar subjects.
- C. Be able to produce short oral and written narratives using all three tenses and description so that a native speaker could readily comprehend.
- D. Be able to use commands in all three tenses.

6. Be able to comprehend the written and oral messages in the target language.

- A. Be able to summarize in both languages the key points of an oral or written presentation.
- B. Be able to respond appropriately to oral and written questions.
- C. Be able to identify in both languages key elements of an oral or written passage.
- D. Be able to determine the meaning of unknown words by the use of cognates, inflections, and context.

7. Be able to function as a tourist on a survival level in the target language in target countries.

- A. Be able to apply a working knowledge of history and geography, monuments and major tourist sites, and cultural elements by asking directions and making light conversation.
- B. Know and be able to apply the key aspects of tourism (travel methods, money, lodging patterns, common foods, etc.).
- C. Know significant artistic efforts and creators (art, literature, music, etc.).
- D. Know significant current events of the target nations and be able to discuss how they impact the country and the U.S.
- E. Know and be able to apply day-by-day cultural differences and social courtesies at home and in public.
- F. Be able to apply expected pronunciation, vocabulary, grammatical structures, and cultural norms.

World Language Standards Year Three

Focus of the year: communicate comfortably

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to use literature.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to demonstrate all of the first and second year standards at a level of reading/writing/speaking/listening comfort and ease, including some idiomatic usage.

- A. Be able to readily discuss and apply knowledge of history, knowledge, culture, current events, and the arts on an expanded level.
- B. Know and be able to apply words for past and future, all three basic tenses, grammatical structures and agreement, the vocabulary words, pronouns, prepositions, and conjunctions.
- C. Know and be able to apply social conventions of oral communication and conventions of writing.
- D. Be able to bring pronunciation to a level of comfort and to what a native speaker could comprehend, including stress and pitch patterns significantly different than in English.
- E. Be able to function exclusively in the target language for whole class periods.
- F. Be able to apply basic idiomatic differences.

4. Be able to read and listen to authentic texts for understanding.

- A. Be able to state the main idea and summarize in both languages.
- B. Be able to identify specific details in both languages.
- C. Be able to respond appropriately with words and actions to straight-forward written or spoken directions.
- D. Possess strategies for reading and listening with less recourse to translation.

5. Be able to communicate in writing and speaking at a level comprehensible to native speakers who are familiar with non-native speakers.

- A. Be able to communicate effectively in open-ended conversations on topics of personal interest, about everyday activities, and about the target countries.
- B. Be able to relate with description personal incidents and/or fictional events.
- C. Be able to communicate in more specific, more complicated real-life role-playing situations, both predetermined and impromptu.
- D. Be able to write friendly and business-related letters.
- E. Be able to give directions and lead the class in an activity.
- F. Be able to function at interviews (for a job or the like, for a newspaper or TV newscast, etc.).

World Language Standards Year Four

Focus of the year: cultural and linguistic immersion

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.

- A. Higher thinking (analyze, evaluate, classify, predict, estimate, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for a variety of purposes.

- A. Be able to use literature.
- B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Be able to conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
 - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure/pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement
 - technology: word processing, spreadsheet, database, desktop publishing, Internet, search tools, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to readily demonstrate all of the first, second, and third year standards with comfort and ease in reading/writing/speaking/listening.

- A. Be able to apply all verb tenses.
- B. Know and be able to apply correct grammatical structures.
- C. Know and be able to apply the advanced verb forms of the target language (such as passive voice or subjunctive mood).
- D. Be able to write readily in a variety of forms (letters, reports, narratives, summaries, opinion statements, etc.).
- E. Be able to apply a knowledge and appreciation of cultural differences and history, geography, arts, and current events of the target countries in all written and oral work.
- F. Be able to function in class almost exclusively in the target language.

4. Be able to read in the target language magazine and newspaper articles for understanding of current events and issues of cultural concern in the countries of the language.

- A. Be able to read and understand written language in context.
- B. Be able to discuss these articles to show understanding and implication of their content.
- C. Be able to communicate about current global events discussing their impact on their lives, especially the current and historical relationship between the target countries and the U.S.
- D. Be able to apply an understanding of the cultural differences, history, geography, and arts to current events in the target countries.

5. Be able to initiate and maintain conversations on a variety of topics of interest and need in the target language.

- A. Be able to communicate easily and readily with peers and/or teacher in everyday classroom situations.
- B. Be able to communicate in specific classroom role-playing situations.
- C. Be able to speak at a comprehension level in unplanned situations.

6. Be able to respond and function appropriately on a higher level of communication in the target language.

- A. Be able to read literature for comprehension, for application of history, geography, and cultural knowledge, and for a basis of discussion.
- B. Be able to discuss significant art, music, and architecture of the target nations for exchange of opinion and information.
- C. Be able to make oral and written reports of some depth and detail in the target language.