

# **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.