

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Elementary Language Program Year 4

Course: Chinese, Japanese, Russian, Spanish

Level: Elementary

Grade(s): Third - 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 fourth consecutive year of Modern Language study your student will be able to...

- identify different careers in my community and what I career I would like.
- talk about their community and ask another about their community.
- give simple directions.
- talk about what they need/want to buy.
- inquire about the cost of an item.
- Talk about what they prefer to do.
- talk about their schedule and ask another about theirs.
- make plans for a party.
- 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 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 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	My Community
<ul style="list-style-type: none">▪ I can ask and tell you how to get to different places in a community and why.▪ I can tell you some occupations people have in my community.▪ I can ask and tell you where people in my community work.▪ I can ask and tell you where something is using basic directional words.▪ I can ask and tell you what family members do.▪ I can ask and tell you how to get to different places in a community and why.▪ I can tell you some occupations people have in my community.	

Sample Performance Assessment:

Your parents signed up to have a student from TL Country live with your family for a few months. You decide to take them on a tour of your neighborhood. Answer their questions about what places are in the neighborhood, where they are and how you get there.

Unit Two	At the Store
<ul style="list-style-type: none">▪ I can ask and tell you some things I want/need to buy and why.▪ I can ask and tell you what I prefer and why.▪ I can ask and tell you how much something costs.▪ I can describe items.▪ I can ask and tell you which item costs less or more.▪ I can ask and tell you where I want/need to go.▪ I can ask and tell you some things I want/need to buy and why.	

Sample Performance Assessment:

Your friend is going shopping with his/her mom for their outfit for the dance. You don't think you'll have time to go find an outfit. Call your friend and talk to them about the outfit you want. Give them the item and a basic description. Also, ask them about prices so you know if you can afford 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:

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 Busy Schedule

- I can ask and tell you what I want to do at major time frames.
- I can ask and tell you when school starts and ends..
- I can sequence daily activities.
- I can ask and tell you when I do different activities.
- I can ask and tell you what I want to do at major time frames.
- I can ask and tell you when school starts and ends.
- I can sequence daily activities.

Sample Performance Assessment:

You are doing a group project about a dream trip in your TL class. Your group needs to find a time that everyone can meet to work on the project. You are the group leader and must ask your group members what they do each day of the week and schedule a time during the week that everyone is available to work on the project

Unit Four

Let's Plan a Party

- I can ask you where you are from and tell you where I am from.
- I can ask and tell you when the party is.
- I can ask and tell you what time the party is.
- I can ask and tell you who will be at the party.
- I can ask and tell you about what we will do at the party.
- I can ask you what you prefer and tell you what I prefer to do.
- I can ask and tell you where I am from.

Sample Performance Assessment:

A (TL nationality) friend invites you to a party. Find out all the important information about the party.

Cross-content connections:

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| <input type="checkbox"/> World Geography | <input type="checkbox"/> Health and Wellness/ PE |
| <input type="checkbox"/> World History | <input type="checkbox"/> English/Language Arts |
| <input type="checkbox"/> Visual Art | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Music | |

