

Modern Languages --- Year Two (Beginning – Emerging)

I. Standard Number 1 (Goal One): Communicate in a Language Other than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

The student is able to

- use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs);
- exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time);
- plan events and activities with others using authentic schedules;
- use verbal and written exchanges to express opinions (e.g., concerning current events, about topics of personal or community interest);
- use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket).

1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

The student is able to

- use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size);
- use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket);
- give and follow oral and written directions (e.g., for travel, for cooking);
- use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension;

- use and respond to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

The student is able to

- describe assorted objects and people (e.g., dress, types of dwellings, foods);
- describe objects and people in greater detail (e.g., shopping in a supermarket);
- use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests);
- give and follow oral and written directions (e.g., for travel, for cooking).

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people’s world views, of their unique way of life, and of the patterns of behavior which order their world, as well as to learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

The student is able to

- develop familiarity with historical moments and figures;
- use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.;
- form bases for understanding relationships between geographical features and cultural practices and products;

- form bases for understanding relationships between historical concepts and contemporary issues;
- observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults.

2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Performance Indicators:

The student is able to

- experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g., literature, music, film and art);
- participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. These connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1 Reinforce and acquire further knowledge of other disciplines through the foreign language.

Performance Indicators:

The student is able to

- identify words and roots from the target language class in other school subjects and extracurricular activities;
- use and pronounce accurately target language words in other subjects;
- acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom;
- use acquired information as it relates to the target language classes in order to compare and contrast.

3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Performance Indicators:

The student is able to

- express meaning using appropriate idioms;
- expand knowledge of verbs to include all the indicative and imperative moods;
- use new information and perspectives of other cultures to broaden personal experiences.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Performance Indicators:

The student is able to

- apply prefixes and suffixes to root words;
- examine the natural flow and rhythm inherent to both languages;
- implement appropriate sentence structure and paragraph construction;
- develop usage of accurate grammatical practices;
- apply similarities and differences between English and target language;
- identify idiomatic expressions in both languages;
- express meaning using appropriate idioms;
- expand knowledge of verbs to include all the indicative and imperative moods.

4.2 Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.

Performance Indicators:

The student is able to

- compare and contrast culturally appropriate verbal and nonverbal cues in both cultures;
- discern behavioral expectations in changing circumstances;
- identify different cultures' belief value systems;
- focus on similarities and differences of core beliefs;

- understand origin and existence of cultures' social patterns;
- compare music, art, literature and other tangible products from diverse cultures;
- compare simple patterns of behavior;
- observe customs of different regions and countries;
- compare rituals, folklore and other intangible products from diverse cultures;
- focus on the commonalities of other cultural systems and Tennessee traditions;
- distinguish circumstantially correct behavioral expectations.

V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and Around the World

Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.

Learning Expectations:

5.1 Use the language both within and beyond the school setting.

Performance indicators:

The student is able to

- identify how local community members use the target language in their work;
- acquire information about the target language and the target culture;
- present information about the target language and culture in the target language;
- locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.;
- demonstrate awareness of the importance of people, holidays, and traditions in target language countries.

5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Performance indicators:

The student is able to

- identify the main ideas and basic details in diverse, authentic media forms (e.g., radio, television, film, live presentations);
- write simple letters or e-mails in the target language to the teacher and/or classmates;
- exchange letters or e-mails with target language speakers (in the target language);

- read, watch and share news about countries where the target language is spoken;
- find various sources in the target language to obtain information on current events and information of personal interest.