

World Languages

Grade 4

Strand 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language

Concepts	
1FL-F1	Comprehend and interpret a brief narrative or poem
1FL-F2	Comprehend brief written messages and short personal notes
1FL-F3	Comprehend simple recorded material
1FL-F4	Follow simple written instructions
1FL-F5	Identify parts of a short story, e.g., climax, main idea, conflict
1FL-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-F1	Comprehend and interpret a brief narrative or poem	1	Comprehend and interpret a brief narrative or poem	
		2	Comprehend and interpret a brief narrative or poem from a specific country from the target culture: Spanish – South America, French – West Africa, German – Switzerland, Chinese – Hong Kong.	
1-F2	Comprehend brief written messages and short personal notes	1	Identify adjectives related to feelings: happy, sad, angry, excited, nervous, afraid	
		2	Identify vocabulary related to professions and occupations: doctor, lawyer, teacher, businessperson, etc.	
		3	Identify common activities and routines: to wake up, to shower, to eat breakfast, to get dressed, to go to school, to call a friend, etc.	
		4	Identify vocabulary related to tourism, travel, and vacation: hotel, plane, trains, cars, tickets, reservations, etc.	

World Languages

Grade 4

		5	Identify directions and prepositions of place: left, right, straight ahead, around the corner, in front of, on top of, behind, between, etc.	
		6	Identify a variety of common verbs	
1-F3	Comprehend simple recorded material	1	Comprehend simple recorded materials: elementary stories, songs, videos, etc.	
1-F4	Follow simple written instructions	1	Follow a variety of written instructions: draw, color, circle, find, write, choose, etc.	
1-F5	Identify parts of a short story, e.g., climax, main idea, conflict	1	Identify parts of a short story, e.g. climax, main idea, conflict.	
1-F6	Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts	1	Identify characters and their roles	
		2	Identify main ideas, details and sequence of events	

Strand 2: Communication: Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanges ideas and opinions in the target language

Concepts

2FL-F1	Express feelings
2FL-F2	Give and follow directions to carry out a specific task and ask questions for clarification
2FL-F3	Exchange information about personal events and memorable experiences
2FL-F4	State opinions about objects, people and events present in their everyday lives
2FL-F5	Acquire goods or information through interaction

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2-F1	Express feelings	1	Express feelings from multiple perspectives: I am happy, He is happy, They are sad, We are scared, etc.	
		2	Use interjections to express surprise, fear, and warning	
		3	Use expressions of necessity and obligation: to need, to want, to have to, etc.	
2-F2	Give and follow directions to carry out a specific task and ask questions for clarification	1	Ask simple questions related to vocabulary: what do you do for work?, how are you?, where is the bank?, how much does a ticket to Paris cost?	
		2	Give commands using directions	
2-F3	Exchange information about personal events and memorable experiences	1	Recount events in sequence	
		2	Ask and answer questions about personal experiences and daily routines	
2-F4	State opinions about objects, people and events present in their everyday lives	1	Use vocabulary related to professions and occupations:	
		2	Use vocabulary related to common activities and routines	
		3	Use vocabulary related to tourism, travel, and vacations	
2-F5	Acquire goods or information through interaction	1	Produce appropriate sounds, stress, and intonation patterns for statements, questions, and exclamations	
		2	Use expressions of quantity and comparisons: how much, how many, bigger, smaller, etc.	

World Languages

Grade 4

		3	Acquire information about professional and educational opportunities, requirements, and plans	
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Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers				
Concepts				
3FL-F1	Perform short plays, poems and songs			
3FL-F2	Write or orally present brief messages that provide information			
3FL-F3	Present basic (biographical) information about self or others in front of a group			
3FL-F4	Read and recite short poems with appropriate expression and rhythm			
3FL-F5	Share their interpretations, reactions and feelings about a piece of literature			

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
3-F1	Perform short plays, poems and songs	1	Perform short plays, poems, and songs	
3-F2	Write or orally present brief messages that provide information	1	Write or orally present a brief report using familiar topics: professions and occupations, common activities and routines, tourism, travel and vacations, etc.	
3-F3	Present basic (biographical) information about self or others in front of a group	1	Present basic (biographical) information about self or others in front of a group: physical description, family, clothing, pets, daily routines, professions of family and friends, etc.	
3-F4	Read and recite short poems with appropriate expression and rhythm	1	Read and recite short poems	
3-F5	Share their interpretations, reactions and feelings about a piece of literature	1	Express feelings about a piece of literature using a variety of adjectives	

World Languages

Grade 4

Strand 4: Culture: Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures	
Concepts	
4FL-F1	Identify and discuss (in English if necessary) typical behaviors from the target culture in a variety of specific settings
4FL-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features
4FL-F3	Use culturally appropriate language and behaviors in basic school and social situations
4FL-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4-F1	Identify and discuss (in English if necessary) typical behaviors from the target culture in a variety of specific settings	1	Identify and discuss typical behaviors from the target culture in a variety of specific settings: greetings & farewells, classroom behaviors, asking forgiveness (I’m sorry v. excuse me), asking permission, etc.	
4-F2	Identify on a map the countries where the target language is spoken and the major cities and geographical features	1	Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts	
		2	Research and present (in English if necessary) information about a specific country of the target culture: Spanish = South America (choose one), French = West Africa, German = Switzerland, Chinese = Hong Kong.	
4-F3	Use culturally appropriate language and behaviors in basic school and social situations	1	Recognize and practice the existence of register: formal & informal, Spanish – Ud. v. tú, French – vous v. tu, German, Sie v. Du, etc.	
		2	Recognize typical social behavior from the target culture: travel arrangements, office etiquette, customs, etc.	

World Languages

Grade 4

4-F4	Interpret cultural messages expressed in signs, symbols, advertisements, etc. in the target language	1	Interpret a variety of cultural message expressed in signs, symbols, advertisements, etc. in the target language	
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Strand 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

Concepts

5FL-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems and scientific information
5FL-F2	Comprehend articles or short videos in the target language on topics being studies in other classes

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
5-F1	Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems and scientific information	1	Plan an itinerary for travel to a country where the target language is spoken using technology (internet maps, online travel guides, airfare, hotel, visa services, etc.)	
		2	Calculate money exchanges	
		3	Identify characters and their roles in literature	
		4	Identify main ideas, details, and sequence of events in literature	
5-F2	Comprehend articles or short videos in the target language on topics being studies in other classes	1	Comprehend articles or short videos in the target language on topics being studied in other classes	

World Languages

Grade 4

Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language	
Concepts	
6FL-F1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play
6FL-F2	Recognize (in English if necessary) the process of word/idea borrowing from one language by another
6FL-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language
6FL-F4	Compare appropriate gestures in the target language and culture studied to their own

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
6-F1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play	1	Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied: common professions, economic comparisons, common activities and routines, means of travel and transportation, etc.	
6-F2	Recognize (in English if necessary) the process of word/idea borrowing from one language by another	1	Identify words that are borrowed from one language by another	
		2	Understand the concept of cognates and recognize them in authentic materials	
6-F3	Distinguish between the sound system and the writing system of the target language and the same elements in their own language	1	Understand that there are differences in the sound and writing systems of the target language and the native language: tones, punctuation, pronunciation, spelling, etc.	
6-F4	Compare appropriate gestures in the target language and culture studied to their own	1	Compare appropriate gestures in the target language and culture studied to their own: professional etiquette, body language, greetings and farewells, etc.	

Strand 7: Communities: Students use the target language within and beyond the school setting	
Concepts	
7FL-F1	Use the library to select books, magazines, CDs, etc., in the target language: share their content with others
7FL-F2	Identify people in the community who use the target language in their work: Invite them to share information with the class and ask the questions
7FL-F3	Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries
7FL-F4	Present information to others (in English if necessary) about the target language and culture

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7-F1	Use the library to select books, magazines, CDs, etc., in the target language: share their content with others	1	Use the library to select authentic books, magazines, CDs, etc. in the target language	
7-F2	Identify people in the community who use the target language in their work: Invite them to share information with the class and ask the questions	1	Identify people in the community who use the target language in their work	
		2	Invite a guest speaker in the community to share information about his or her profession with the class and ask questions	
7-F3	Create original materials (e.g. short stories, poems, crafts) to exchange with classes in other communities or countries	1	Create original materials to exchange with classes in other communities or countries.	
7-F4	Present information to others (in English if necessary) about the target language and culture	1	Present information to others about the target language and culture: ballet folklorico, culture fair, cultural assembly, clothing day, etc.	