

World Languages

Grade K-1

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

Concepts

1FL-R1	Respond to simple commands
1FL-R2	Read and understand simple words and expressions
1FL-R3	Comprehend short conversations/stories on familiar topics
1FL-R4	Identify people and objects based on oral and written descriptions
1FL-R5	Interpret gestures, intonation and other visual or auditory cues
1FL-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
1-R1	Respond to simple commands	1	Respond to simple commands given by the teacher: stand up, sit down, stop, look, listen, quiet, etc.	
1-R2	Read and understand simple words and expressions	1	Understand the numbers from 1-20	
		2	Understand when being complemented: well done, excellent, very good, etc.	
		3	Understand greetings and farewells: hello, goodbye, how are you?, etc.	
		4	Understand time and spatial relationships: today, tomorrow, now, days of the week, months	
1-R3	Comprehend short conversations/stories on familiar topics	1	Comprehend short conversations/stories on familiar topics	
1-R4	Identify people and objects based on oral and written descriptions	1	Identify colors and size: blue, green, small, big, short, tall, long, etc.	
		2	Identify classroom objects and supplies	

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		3	Identify family relationships: mother, father, sister, brother, grandparents, step-dad, half-sister, etc.	
		4	Identify body parts: hair, eyes, head, arms, hands, legs, feet, ears, nose, etc.	
		5	Identify domestic animals: cat, dog, bird, fish, etc.	
1-R5	Interpret gestures, intonation and other visual or auditory cues	1	Acquire information from illustrations and graphics	
		2	Identify sounds that do not occur in English (e.g. ñ and rr in Spanish, r in French, ü in German, etc.)	
1-R6	Comprehend the main ideas and identify the principal characters of short stories or children’s literature	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-R1	Greet people, make small talk and close conversations
2FL-R2	Give and follow simple instructions and ask and answer questions
2FL-R3	Express likes and dislikes
2FL-R4	Describe people, places and things in their daily lives

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
2-R1	Greet people, make small talk and close conversations	1	Respond with words, phrases, or simple sentences using correct word order	
		2	Use greetings and farewells: hello, goodbye, how are you?, etc.	

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2-R2	Give and follow simple instructions and ask and answer questions	1	Give simple commands:	
		2	Ask simple questions related to vocabulary: what day is it?, what color is it?, etc.	
2-R3	Express likes and dislikes	1	Express feelings and preferences	
2-R4	Describe people, places and things in their daily lives	1	Describe objects by color, and size	
		2	Use vocabulary related to classroom objects and supplies	
		3	Use vocabulary related to time and spatial relationships: today, tomorrow, now, days of the week, months	
		4	Use vocabulary related to family relationships	
		5	Use vocabulary related to body parts	
		6	Use vocabulary related to domestic animals	

Strand 3: Communication: Students present information and ideas in the target language on a variety of topics to listeners and readers	
Concepts	
3FL-R1	Recite short and simple materials (examples, stories, songs, poems, advertisements, and popular sayings) with appropriate expression
3FL-R2	Write or orally present short messages
3FL-R3	Present descriptions of familiar people, places and things to a group
3FL-R4	Read and recite short poems or stories with appropriate expression

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Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
3-R1	Recite short and simple materials (examples, stories, songs, poems, advertisements, and popular sayings) with appropriate expression	1	Sing songs and recite poems	
3-R2	Write or orally present short messages	1	Copy/trace words, characters and sentences	
		2	Write or orally present phrases and simple sentences using basic structures and familiar vocabulary	
3-R3	Present descriptions of familiar people, places and things to a group	1	Present descriptions of familiar people, places, and things to a group	
3-R4	Read and recite short poems or stories with appropriate expression	1	Read and recite short poems or stories	

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-R1	Use appropriate gestures and oral expressions for greetings, leave takings, and courtesy phrases
4FL-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues
4FL-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods
4FL-R4	Identify parts of the world where the target language is spoken

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Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
4-R1	Use appropriate gestures and oral expressions for greetings, leave takings, and courtesy phrases	1	Use appropriate gestures and oral expressions for greetings, leave takings, and courtesy phrases	
4-R2	Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues	1	Sing songs and recite poems from the target culture	
		2	Celebrate and/or recognize birthdays, holidays, observances, customs, or other special days from the target culture	
4-R3	Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods	1	Identify and describe a variety of objects from the target culture: toys, dress, foods, buildings	
4-R4	Identify parts of the world where the target language is spoken	1	Identify countries where the target language is spoken	

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-R1	Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts
5FL-R2	Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers

Students should know and be able to...				
Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
5-R1	Explore topics related to other school subjects in the target language including weather terms, math facts,	1	Understand the numbers from 1-20	
		2	Perform basic arithmetic operations: add, subtract	

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	measurements, animals or geographical concepts	3	Identify countries where the target language is spoken	
5-R2	Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers	1	Listen to/Read/Sing songs, poems and folk tales from the target culture	
		2	Identify characters and their roles in literature	
		3	Identify main ideas, details and sequence of events in literature	

Strand 6: Comparisons: Students develop insights into their own language and their own culture through the study of the target language

Concepts

6FL-R1	Recognize that words are borrowed from one language by another
6FL-R2	Make basic comparisons between the celebrations of the target language and their own cultures (e.g. Halloween and Día de los Muertos, Bastille Day and Independence Day)
6FL-R2	Recognize that cultures have artifacts such as symbols, advertisements, and songs that serve similar purposes

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
6-R1	Recognize that words are borrowed from one language by another	1	Identify words that are borrowed from one language by another	
6-R2	Make basic comparisons between the celebrations of the target language and their own cultures (e.g. Halloween and Día de los Muertos, Bastille Day and Independence Day)	1	Make basic comparisons about how special days (birthdays, celebrations, observances, traditions, etc.) are celebrated between the target culture and their own culture	

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6-R3	Recognize that cultures have artifacts such as symbols, advertisements, and songs that serve similar purposes	1	Identify artifacts and symbols from the target language and their own culture that serve similar purposes: landmarks, flags, anthems, foods, etc.	
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Strand 7: Communities: Students use the target language within and beyond the school setting

Concepts

7FL-R1	Participate in a school or community celebration
7FL-R2	Perform a song or skit in the target language for an audience

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Notes/Integration/Resources
7-R1	Participate in a school or community celebration	1	Participate in a school or community celebration	
7-R2	Perform a song or skit in the target language for an audience	1	Perform a song or skit in the target language for an audience	