

**Elementary Foreign Language Curriculum
Grades K-5 Model**

I. COMMUNICATION (Fluency)

I.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions orally and in writing in the target language.

I.2. Students present information, concepts and ideas to listeners or readers on a variety of topics.

K	1	2	3	4	5
Interact using greetings and farewells	Interact using greetings and farewells	Interact using greetings, farewells and compliments	Interact using an expanded list of greetings, compliments, introductions, and farewells	Interact using an expanded list of greetings, compliments, introductions, and farewells	Interact using an expanded list of greetings, compliments, introductions, farewells, and invitations
Use expressions of politeness modeled by the teacher (e.g. <i>please, thank you</i>)	Use expressions of politeness with prompting	Use expressions of politeness (excuse me, bless you, you're welcome)	Use expressions of politeness during structured classroom activities	Use expressions of politeness	Use expressions of politeness
Label 8 colors of the rainbow and black and white	Use 10 colors to describe objects	Use colors and size to describe objects (e.g.: flags, foods, planets)	Use colors, size and location to describe objects (e.g.: geography, clothing, the weather)	Use colors, size and location in comparative statements to describe objects associated with electricity, geography, and regions of the United States (e.g. the US is larger than Mexico)	Use colors, size and location in comparative and superlative statements to describe topics such as explorers, colonial life westward expansion, etc. (e.g. Columbus was the first explorer to sail to America)
Count to 100 in sequence chorally	Count to 100 by 5s and 10s	Use numbers to 100 to answer content-related questions (e.g. How many stars are on the American Flag?)	Use numbers to 1000 to answer content-related questions	Use numbers up to 1,000 in simple questions of arithmetic	Use numbers up to 1,000,000 in simple arithmetic questions
Name four shapes (circle, square, rectangle, triangle) using visual cues	Name five shapes (circle, square, rectangle, triangle, diamond) using visual clues	Use six shapes (star) to describe objects			
Label family members (mother, father, brother, sister, grandmother, grandfather, baby)	Use family member labels to describe their family	Use family member labels (including aunt, uncle, cousin, son, daughter) to study about immigration			
Answer questions about the calendar (yesterday, today and tomorrow) the weather, and the seasons	Answer questions about the calendar, the weather, and the seasons	Answer questions orally and in writing about the calendar, the weather, and the seasons	Answer questions orally and in writing about the calendar, the weather, and the seasons	Answer questions orally and in writing about the calendar, the weather, and the seasons	Answer questions orally and in writing about the calendar, the weather, and the seasons

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State opinions using like and don't like about a variety of topics	State opinions using love, like, don't like, hate, and my favorite about a variety of topics	State opinions about a variety of topics	State opinions about a variety of topics	State opinions through comparisons (more than, less than) about a variety of topics	Prioritize opinions (the most, the least, as__as) about a variety of topics
Exchange personal information with the teacher and classmates: (name, age, birth month)	Exchange personal information with the teacher and classmates: (birthdays, phone numbers, and family members.)	Exchange personal information with the teacher and classmates: (address, birthplace)	Exchange personal information with the teacher and classmates.	Exchange personal information with the teacher and classmates	Exchange personal information with the teacher and classmates
Label 10 common animals, five fruits and vegetables, and terms associated with magnetism	Label the continents where 10 animals live and ten fruits and vegetables are found	Label terms and describe concepts introduced by the teacher on: the food pyramid, extended family, life cycle of the butterfly, geography, Mexico, Japan and The United States	Label terms and describe concepts on: the human body and its systems, the weather, clothing, government, and geography	Label terms and describe concepts such as electricity, geography, and regions of the United States	Label terms and describe concepts introduced by the teacher on: geography, explorers, colonies, westward movement, and nutrition
Tell time to the hour	Tell time to the hour and half hour	Tell time to the hour, half hour, and every five minutes	Tell time to the minute including AM and PM	Identify the correct time in different time zones	Describe different times in different time zones
Use single word and short phrases to ask and answer orally yes/no, either/or, what, where, and how questions	Use single word, short phrases and complete sentences to ask and answer orally yes/no, either/or, what, where, and how questions	Use single word, short phrases and complete sentences to ask and answer orally yes/no, either/or, what, where, and how questions	Use single word, short phrases and complete sentences to ask and answer all types of questions (including why) both orally and in writing	Use single word, short phrases and complete sentences (including complex sentences) to ask and answer all types of questions both orally and in writing	Use single word, short phrases and complete sentences to ask and answer all types of questions both orally and in writing
Use masculine and feminine articles in practiced expressions	Use masculine and feminine articles in practiced expressions	Use masculine and feminine articles in practiced expressions	Use masculine and feminine articles in practiced expressions	Use masculine and feminine articles in practiced expressions	Use masculine and feminine articles in practiced expressions
Ask permission to go to the bathroom	Ask permission to drink water	Give and ask permission to: borrow something, go to the nurse, use the computer, and go to the media center	Give and ask permission for additional tasks: go to the office, use the pencil sharpener, borrow something from a classmate, and use the phone	Give and ask permission for most common school-related tasks	Give and ask permission for most common school-related tasks
	Give simple directions	Give directions to a peer or a group of peers	Give information/directions to a peer or a group of peers	Give information/directions to a peer or group of peers	Give information/directions to a peer or group of peers
	Use ordinal numbers first, second and third	Use ordinal numbers to the fourth	Use ordinal numbers up to fifth	Use ordinal numbers up to seventh	Use ordinal numbers up to tenth
	Use plural forms of nouns	Use plural and singular forms of verbs and nouns	Use plural and singular forms of verbs and nouns	Use plural and singular forms of verbs and nouns	Use plural and singular forms of verbs and nouns

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K	1	2	3	4	5
		Make positive and negative statements about a variety of topics	Make positive and negative statements about a variety of topics	Make positive and negative statements about a variety of topics	Make positive and negative statements about a variety of topics
		Use prepositions (far/close, right/left) to answer grade-level content-related questions	Use prepositions (up/down, in front of/behind) to answer grade-level content-related questions	Use prepositions (next to/between) to answer grade-level content-related questions	Use prepositions (on, under, in) to answer grade-level content-related questions
		Use correct adjective/noun placement when describing objects	Use correct adjective/noun placement when describing objects	Use correct adjective/noun placement when describing objects	Use correct adjective/noun placement when describing objects
		Express personal needs and feelings (I am hungry, I am tired, I'm happy/sad)	Express additional personal needs and feelings (I am cold/hot, I need a pencil)	Express additional personal needs and feelings (I have a stomachache/headache)	Express personal needs and feelings to cover a variety of needs
			Create original sentences, orally and in writing	Create original sentences, orally and in writing	Create original sentences, orally and in writing

II. COMMUNICATION (Comprehension):

II.1. Students understand and interpret spoken and written language on a variety of topics.

K	1	2	3	4	5
Respond physically to classroom directions (e.g. put, take, sit down, stand up, point to, touch)	Respond physically to classroom directions				
Use gestures, short responses to demonstrate recognition of content-related vocabulary	Use gestures, short responses to demonstrate recognition of content-related vocabulary	Use gestures, short responses to demonstrate recognition of content-related vocabulary	Use gestures, short responses to demonstrate recognition of content-related vocabulary	Use gestures, short responses to demonstrate recognition of content-related vocabulary	Use gestures, short responses to demonstrate recognition of content-related vocabulary
Recognize numbers 0-20 out of order	Recognize numbers 0-100 out of order	Recognize numbers 0-100 out of order and every thousand	Recognize numbers 0-1000 out of order	Recognize numbers 0-9000 out of order	Recognize numbers 0-1,000,000 out of order
Follow one and two-step directions	Follow multi-step directions	Comprehend directions given by a peer or a group of peers to accomplish a task	Comprehend directions and information given by a peer or group of peers	Comprehend directions and information given by a peer or group of peers	Comprehend directions and information given by a peer or group of peers
Differentiate between true and false	Differentiate between true and false	Differentiate between true and false	Differentiate between true and false	Differentiate between fact and opinion	Differentiate between fact and opinion
	Recognize ordinal numbers up to third	Recognize ordinal numbers up to fourth	Recognize ordinal numbers up to fifth	Recognize ordinal numbers up to seventh	Recognize ordinal numbers up to tenth

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K	1	2	3	4	5
	Recognize the use of accents in the target language	Recognize the use of accents in the target language	Recognize the use of accents in the target language	Recognize the use of accents in the target language	Recognize the use of accents in the target language
			Demonstrate understanding of staged target language presentation (i.e.: video or live performance between two teachers)	Demonstrate understanding of information exchanged between teacher and peer or peer-to-peer (where student lives and is from, what s/he is wearing, comfort needs, etc.)	Demonstrate understanding of information exchanged between teacher and peer or peer-to-peer (where student lives and is from, what s/he is wearing, comfort needs, etc.)

III. CULTURES:

III.1. Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

K	1	2	3	4	5
Listen to, participate in and appreciate songs and games native to the culture	Listen to, participate in and appreciate songs and games native to the culture	Listen to, participate in and appreciate songs and games native to the culture	Listen to culturally authentic songs and/or stories that depict practices, events and products of the target culture	Listen to culturally authentic songs and/or stories that depict practices, events and products of the target culture	Listen to culturally authentic songs and/or stories that depict practices, events and products of the target culture
Celebrate holidays and festivals of the target culture	Celebrate holidays and festivals of target culture	Celebrate holidays and festivals of target culture	Celebrate holidays and festivals of target culture	Celebrate holidays and festivals of target culture	Celebrate holidays and festivals of target culture
Create representations of crafts or art of the target culture	Create representations of crafts or art of the target culture	Create representations of crafts or art of the target culture	Create representations of crafts or art of the target culture	Create representations of crafts or art of the target culture	Create representations of crafts or art of the target culture
		List and locate countries that speak the target language	List and locate countries that speak the target language	List and locate countries that speak the target language	List and locate countries that speak the target language
				Recognize festivals and events important to the target culture	Recognize festivals and events important to the target culture

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IV. CONNECTIONS:

IV.1. Students will reinforce and expand their knowledge of other areas of study through the world language.

IV.2. Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

K	1	2	3	4	5
Apply knowledge of concepts studied in math, social studies and science	Apply knowledge of concepts studied in math, social studies and science	Apply knowledge of concepts studied in math, social studies and science	Apply knowledge of concepts studied in math, social studies and science	Apply knowledge of concepts studied in math, social studies and science	Apply knowledge of concepts studied in math, social studies and science
Use target language to reinforce objectives learned in math, social studies, science, physical education, music, and art	Use target language to reinforce objectives learned in math, social studies, science, physical education, music, and art	Use target language to reinforce objectives learned in math, social studies, science, physical education, music, and art	Use target language to reinforce objectives learned in math, social studies, science, physical education, music, and art	Use target language to reinforce objectives learned in math, social studies, science, physical education, music, and art	Use target language to reinforce objectives learned in math, social studies, science, physical education, music, and art
			Use Internet sites created for target language speakers for research	Use Internet sites created for target language speakers for research	Use Internet sites created for target language speakers for research

V. COMPARISONS

V.1. Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

V.2. Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

K	1	2	3	4	5
Compare and contrast organization of the days of the week (starting Monday instead of Sunday)	Compare and contrast organization of the days of the week	Compare and contrast organization of the days of the week			
Use cognates to guess the meaning of words	Use cognates to guess the meaning of words	Use cognates to guess the meaning of words	Use cognates to guess the meaning of words	Use cognates to guess the meaning of words	Use cognates to guess the meaning of words
Recognize the use of gender in Spanish and French nouns	Recognize the use of gender in Spanish and French nouns	Recognize the use of gender in Spanish and French nouns	Recognize the use of gender in Spanish and French nouns	Recognize the use of gender in Spanish and French nouns	Recognize the use of gender in Spanish and French nouns
	Recognize differences in the letters of the alphabet and punctuation	Recognize differences in the letters of the alphabet and punctuation	Recognize differences in the letters of the alphabet and punctuation	Recognize differences in the letters of the alphabet and punctuation	Recognize differences in the letters of the alphabet and punctuation

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K	1	2	3	4	5
		Recognize the difference between formal and informal greetings	Recognize the difference between formal and informal greetings	Recognize the difference between formal and informal greetings	Recognize the difference between formal and informal greetings
			Identify how sound/symbol correspondence is similar and different between English and the target language	Identify how sound/symbol correspondence is similar and different between English and the target language	Identify how sound/symbol correspondence is similar and different between English and the target language
			Recognize similarities and differences in rules of capitalization for days of the week and months of the year	Recognize similarities and differences in rules of capitalization for days of the week and months of the year	Recognize similarities and differences in rules of capitalization for days of the week and months of the year
			Recognize differences in noun/adjective location between the target language (Spanish and French) and English	Recognize differences in noun/adjective location between the target language (Spanish and French) and English	Recognize differences in noun/adjective location between the target language (Spanish and French) and English
					Recognize the different ways of telling time (a 24 hour clock rather than AM and PM)

VI. COMMUNITIES:

VI.1. Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

K	1	2	3	4	5
Attend cultural events with family and friends such as trips to museums, concerts and theaters	Attend cultural events with family and friends				
Choose library media materials about the target culture for use at home	Choose library media materials about the target culture for use at home	Choose library media materials about the target culture for use at home	Choose library media materials about the target culture for use at home	Choose library media materials about the target culture for use at home	Choose library media materials about the target culture for use at home
Taste culturally authentic foods in restaurants	Taste culturally authentic foods in restaurants	Taste culturally authentic foods in restaurants	Taste culturally authentic foods in restaurants	Taste culturally authentic foods in restaurants	Taste culturally authentic foods in restaurants

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K	1	2	3	4	5
Sing songs in the target language for friends and family	Sing songs in the target language for friends and family	Sing songs in the target language for friends and family	Sing songs in the target language for friends and family	Sing songs in the target language for friends and family	Sing songs in the target language for friends and family
Use target language outside the classroom by completing teacher assignments	Use target language outside the classroom by completing teacher assignments	Use target language outside the classroom by completing teacher assignments	Use target language outside the classroom by completing teacher assignments	Use target language outside the classroom by completing teacher assignments	Use target language outside the classroom by completing teacher assignments