

# Elementary

**CULTURES: Learners interact with cultural competence and understanding.**

**2.1 RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

**N** Novice Range

- a** Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom or social interactions. **2.1N.A**
- b** Participate in or simulate age-appropriate cultural activities such as games, birthday celebrations, storytelling, and dramatizations. **2.1N.B**
- c** Create or propose simple cultural triangles connecting practices to associated products and perspectives. **2.1N.C**
- d** Observe and imitate simple patterns of behavior at school. **2.1N.D**
- e** Use words and phrases to describe what people from the target culture are doing in photos and short videos and ask simple questions about characteristics of daily life after looking at the photos or short videos. **2.1N.E**
- f** List practices observed in a video of a festival or holiday celebrated in the target culture. **2.1N.F**

**I** Intermediate Range

- a** Observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing how different ways of greeting and leave-taking reflect the relationships between people in the target culture. **2.1I.A**
- b** Participate in age-appropriate cultural practices such as games (e.g., role of leader, taking turns), sports, and entertainment (e.g., music, dance, drama). **2.1I.B**
- c** Distinguish informal and formal ways to address classmates and adults. **2.1I.C**
- d** Role play simple situations from the target culture such as buying a snack using culturally appropriate gestures and language. **2.1I.D**
- e** Use some culturally appropriate gestures and expressions in their interactions with others. **2.1I.E**
- f** Create cultural triangles connecting practices to associated products and perspectives, beginning to analyze the relationship among the practices, products, and perspectives. **2.1I.F**

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**2.2 RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

**N** Novice Range

- a** Identify and observe tangible products of the target culture such as toys, dress, homes, monuments, currency, famous people, and art. **2.2N.A**
- b** Identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, and traditional recipes. **2.2N.B**
- c** Identify and tell the purpose of products of the target culture. **2.2N.C**
- d** Listen to or read about expressive products of the target culture such as children's or traditional songs, selections from the literature commonly read, and types of artwork enjoyed or produced by their peer group in the target culture. **2.2N.D**
- e** Illustrate products associated with the target culture. **2.2N.E**
- f** Make simple cultural triangles showing the relationship of products, practices, and perspectives. **2.2N.F**

**I** Intermediate Range

- a** Experience (read, listen to, observe, perform) expressive products of the target culture (e.g., stories, poetry, music, paintings, dance, drama) and explain the origin and importance of these products in today's culture. **2.2I.A**
  - b** Search for, identify, and investigate the function of products (e.g., sports equipment, household items, tools, foods, clothing) of the target culture studied compared to their function within the learners' homes and communities. **2.2I.B**
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**CONNECTIONS:** Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

**3.1 MAKING CONNECTIONS:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

**N** Novice Range **3.1N**

- a** Identify and label items in the target language on charts and visuals used as instructional materials in other content areas, including weather, math facts, measurements, animals, musical instruments, or geographical formations. **3.1N.A**
- b** Draw and mark maps of their cities, states, and of countries where the target language is used with civic and geographic features studied in other classes. **3.1N.B**
- c** Use a website about the rainforest that was introduced in a science class to create a product in the target language that highlights plants, animal life, and weather in the area. **3.1N.C**
- d** Read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends). **3.1N.D**

**I** Intermediate Range

- a** Share information in the target language about topics from other school subjects, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information. **3.1I.A**
- b** Use their knowledge of history to create timelines of historic events in the countries where the target language is spoken. **3.1I.B**
- c** Write original poems, stories, and plays using their understanding of the characteristics of these genres gained in English language arts. **3.1I.C**
- d** Use their knowledge of geography to create maps of countries where the target language is spoken. **3.1I.D**

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**3.2 ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**N** Novice Range

- a** Read, listen to, or talk about age-appropriate school content such as ecology, social studies, sciences, the arts, physical education, and health. **3.2N.A**
- b** Expand vocabulary for working with school content through illustrated visuals (e.g., plants, anatomy, timelines of historical periods, maps). **3.2N.B**

**I** Intermediate Range

- a** Use sources intended for same-age speakers of the target language to prepare presentations on familiar topics. **3.2I.A**
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**COMPARISONS:**  
Learners develop insight into the nature of language and culture in order to interact with cultural competence.

**4.1 LANGUAGE COMPARISONS: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.**

**N** Novice Range

- a** Cite and use examples of words that are similar in the language they are learning and their native language and they pose guesses about why languages in general might need to borrow words. **4.1N.A**
- b** Identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates when the context in which they see them suggests a misfit. **4.1N.B**
- c** Inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. **4.1N.C**
- d** Observe and identify formal and informal forms of language in greetings and leave-takings. **4.1N.D**
- e** Report differences and similarities between the sound and writing systems of their own language and the language being learned. **4.1N.E**

**I** Intermediate Range

- a** Match groups of people with ways of expressing respect and communicating status differences in their own language and the language they are learning. **4.1I.A**
- b** Identify words in the target language that have no translation in English and vice versa. **4.1I.B**
- c** Compare word order in the target language to English. **4.1I.C**
- d** Notice how different time frames are expressed in the target language. **4.1I.D**

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**4.2 CULTURAL COMPARISONS: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

**N** Novice Range

- a** Appropriately use gestures used to greet friends, family, or new acquaintances. **4.2N.A**
- b** Compare and contrast tangible products (e.g., toys, sports, equipment, foods) of the target culture and their own. **4.2N.B**
- c** Compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits). **4.2N.C**
- d** Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target cultures and their own. **4.2N.D**

**I** Intermediate Range

- a** Fill in a graphic organizer that compares sample daily activities in the target culture and their own. **4.2I.A**
  - b** Speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target culture and their own. **4.2I.B**
  - c** Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target culture and their own. **4.2I.C**
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**COMMUNITIES: Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.**

**5.1 SCHOOL AND GLOBAL COMMUNITIES: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

**N** Novice Range

- a** Identify places that another language is used and attempt to interact with the language in some way (e.g., finding products in the language at a grocery store, attempting to speak to a community member in a library or restaurant). **5.1N.A**
- b** Access relationships with speakers of the language either in person or via texting, email, social media forums, or voice chats. **5.1N.B**
- c** Identify professions that require proficiency in another language. **5.1N.C**
- d** Conduct online research and report on a cultural event or a school topic. **5.1N.D**
- e** Write and illustrate short stories to present to others. **5.1N.E**
- f** Perform for school, campus, or community celebrations. **5.1N.F**

**I** Intermediate Range

- a** Interact with members of the local community or with contacts made electronically to hear how they use the language in their various fields of work. **5.1I.A**
- b** Participate in language club activities that benefit the school or community. **5.1I.B**

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**5.2 LIFELONG LEARNING: Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.**

**N** Novice Range

- a Interpret material and/or use media from the target language and culture for enjoyment. 5.2N.A
- b Play sports or games from the target culture. 5.2N.B
- c Exchange information about topics of personal interest. 5.2N.C
- d Plan real or imaginary travel. 5.2N.D
- e Attend or use media to view cultural events and social activities. 5.2N.E
- f Listen to music, sing songs, or play musical instruments from the target culture. 5.2N.F
- g Create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction. 5.2N.G
- h Collect evidence showing that they have achieved the can-do statements for each unit. 5.2N.H

**I** Intermediate Range

- a Create can-do statements with the help of their teachers of what they want to communicate in the target language for each unit of instruction. 5.2I.A
- b Collect evidence showing that they have achieved the can-do statements for each unit. 5.2I.B
- c Consult various sources in the target language to obtain information on topics of personal interest. 5.2I.C
- d Play sports or games from the target culture. 5.2I.D
- e Exchange information about topics of personal interest. 5.2I.E
- f Use various media from the target language and culture for entertainment. 5.2I.F
- g Attend or use media to view cultural events and social activities. 5.2I.G
- h Listen to music, sing songs, or play musical instruments from the target culture. 5.2I.H