



## STAFFORD COUNTY PUBLIC SCHOOLS

### Curriculum Overview Modern World Language Level I French, German, Spanish

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#### Course Description:

World language study helps to develop respect for cultural diversity as well as confidence in basic skills of communication. In the beginning course, students gain an understanding of the components of a world language and of the study skills necessary to learn a world language. As students begin to develop skills in listening, speaking, reading and writing, they engage in active practice in real-life situations.

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#### Essential Skills and Processes: Students will---

- develop language skills in the areas of listening, speaking, reading and writing
  - use target language skills for purposeful communication for interpretive, interpersonal and presentational tasks
  - acquire global insight and an understanding of cultural diversity
  - make connections between the study of the target language and other content areas
  - extend the knowledge of the world language beyond the classroom into the community for recreational, educational, and occupational purposes
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#### Essential Knowledge: Students will---

##### Communication

- greet and bid farewell; make simple introductions; express minimal courtesies
- ask, answer questions using familiar material
- respond to classroom procedures in the target language, spell in the target language, ask simple classroom questions
- give basic personal information such as sports, hobbies
- express likes and dislikes
- make basic statements about physical well-being
- express oneself in a socially appropriate manner
- identify and describe family members, friends; state professions
- use cardinal numbers; tell time; give dates; state and ask age
- order food in a restaurant; inquire about price and color in a shopping environment
- identify classroom objects and school subjects
- ask about and identify weather and seasons
- read and understand basic timetables and schedules
- understand simple narratives in the target language (oral and written)

##### Cultures

- identify basic areas of the world where the target language is spoken

- begin to understand influences of the target culture on US and other world cultures
- identify significant historical figures and/or celebrations
- understand basic information about school life in the target culture
- understand use of personal titles and forms of address
- recognize that cultures are shaped by viewpoints, customs/traditions and products

#### Comparisons

- compare patterns of behavior and interaction in the US with those of the cultures studied
- demonstrate an awareness that social practices and personal interactions differ among cultures
- demonstrate an awareness of unique elements of the student's own culture
- compare basic elements (e.g. sound systems, cognates, idioms ) of the target language to the English language and /or the student's first language

#### Connections

- discuss current events as they apply to target language areas of the world
- recognize how information acquired in the study of the target language and information acquired in other subjects reinforce one another (writing process; vocabulary/derivations, geography/time zones, math/metrics, economics)

#### Communities

- recognize evidence of the target language and culture in their local community
- seek opportunities to take the study of the target language outside of the classroom through media, entertainment, and technology

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#### Resources:

ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines  
<http://www.pnglanguages.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

ACTFL Performance Guidelines, K-12  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>

National Foreign Language Standards  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

Virginia Department of Education  
[http://www.doe.virginia.gov/instruction/foreign\\_language/index.shtml](http://www.doe.virginia.gov/instruction/foreign_language/index.shtml)