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## Foreign Language: Level I

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Performance Descriptions: In Level I, students develop speaking, listening, and understanding skills that will enable them to function in everyday situations. The student also develops reading and writing skills appropriate to the level of study. The student demonstrates an appreciation of the culture and people of the target language.

Strand:

### **FL1 Speaking, Listening, and Understanding**

Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.

Standard:

**FL1a:** The student understands and interprets spoken expression in the target language on a variety of topics. The student:

Components:

**FL1a.1:** builds and expands a basic vocabulary in the target language;  
**FL1a.2:** understands the sound systems of the target language, discriminates individual sounds and intonation of the target language;  
**FL1a.3:** understands basic idiomatic expressions and cognates;  
**FL1a.4:** responds appropriately to spoken commands; and  
**FL1a.5:** comprehends the main ideas in simple spoken presentations.

Examples:

*Examples of activities through which students provide evidence of listening and understanding include:*

- *Understand and respond to instructions and TPR exercises.*
- *Listen to simple songs or nursery rhymes.*
- *Answer simple questions about a listening activity with graphic fill-ins.*
- *Listen for useful expressions in an oral presentation with visuals.*

Standard:

**FL1b:** The student engages in conversations; provides and obtains information, expresses feelings and emotions, and exchanges opinions in the target language. The student:

Components:

**FL1b.1:** engages in basic classroom interactions;  
**FL1b.2:** uses basic idiomatic expressions and expressions of courtesy; and  
**FL1b.3:** uses the target language in everyday situations.

Examples:

*Examples of activities which provide evidence of speaking include:*

- *Make introductions.*
- *Respond to simple questions on basic topics.*
- *Answer affirmatively or negatively.*
- *Express likes and dislikes.*
- *Identify classroom objects.*

Strand:

### **FL2 Reading and Writing**

Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.

Standard:

**FL2a:** The student reads material in the target language. The student:

Component:

**FL2a.1:** reads and comprehends simple written directions;

	<p><b>FL2a.2:</b> reads a passage;</p> <p><b>FL2a.3:</b> recognizes cognates and words in context; and</p> <p><b>FL2a.4:</b> reads aloud using correct pronunciation, inflection, and intonation.</p>
Examples:	<p><i>Examples of activities which provide evidence of speaking include:</i></p> <ul style="list-style-type: none"> <li>• Read basic forms of communications, such as lists, post cards, messages, and environmental print.</li> <li>• Read simple dialogues on topics such as greetings and introductions, restaurants, school, shopping and family. Read simple biographies including descriptions of physical traits, personality, place of residence and pastimes.</li> <li>• Read descriptions of friends and family members..</li> <li>• Read shopping lists, to do lists and other interactions.</li> </ul>
Standard:	<b>FL2b:</b> The student comprehends and interprets the main idea of a variety of written materials l the target language. The student:
Components:	<p><b>FL2b.1:</b> expands reading vocabulary; and</p> <p><b>FL2b.2:</b> predicts meaning of key words in a simple selection;</p>
Examples:	<p><i>Examples of activities through which students provide evidence of reading material in the target language include:</i></p> <ul style="list-style-type: none"> <li>• Use contextual clues in cultural readings to acquire new vocabulary and recognize cognates.</li> <li>• Read simple children stories, myths, and legends.</li> <li>• Write interview questions seeking biographical data.</li> <li>• Read notes, post cards, and pen pal letters.</li> <li>• Read simple restaurant and move reviews.</li> </ul>
Standard:	<b>FL2c:</b> The student writes words and simple expressions in the target language. The student:
Components:	<p><b>FL2c.1:</b> writes forms of familiar spoken language.</p> <p><b>FL2c.2:</b> presents a simple written report on familiar topics;</p> <p><b>FL2c.3:</b> writes descriptions of familiar topics; and</p> <p><b>FL2c.4:</b> uses impersonal expressions.</p>
Examples:	<p><i>Examples of activities through which students provide evidence of writing in the target language include:</i></p> <ul style="list-style-type: none"> <li>• Collaborate in groups to create simple dialogues on topics such as greetings and introductions.</li> <li>• Write simple biographies including descriptions of physical traits, personality, place of residence, and pastimes.</li> <li>• Describe friends and family members for a photo album or family tree</li> <li>• Write shopping lists, "to do" lists, and other interactions.</li> </ul>
Standard:	<b>FL2d:</b> The student demonstrates written communication in the target language for a variety of needs. The student:
Components:	<p><b>FL2d.1:</b> writes questions to obtain information;</p> <p><b>FL2d.2:</b> writes appropriate answers to questions or familiar topics; and</p> <p><b>FL2d.3:</b> creates a writing sample with point of view and purpose.</p>

Examples:	<p><i>Examples of activities through which students provide evidence of writing in the target language include:</i></p> <ul style="list-style-type: none"> <li>• <i>Compose interview questions seeking biographical data.</i></li> <li>• <i>Write a note inviting a friend to dinner, a movie or sporting event.</i></li> <li>• <i>Write postcards and pen-pal letters.</i></li> <li>• <i>Review a restaurant expressing likes and dislikes.</i></li> <li>• <i>Make inquiries seeking geographical locations.</i></li> </ul>
Standard:	<b>FL2e:</b> The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	<b>FL2e.1:</b> reads and comprehends material, and produces written work that reflects understanding of text.
Examples:	<p><i>Examples of activities through which students provide evidence of reading material and writing in the target language include:</i></p> <ul style="list-style-type: none"> <li>• <i>Read a short letter and respond.</i></li> <li>• <i>Read a cultural passage and summarize with a graph, comic strip or other written expression.</i></li> <li>• <i>Read a passage and answer questions pertaining to the passage.</i></li> </ul>
Strand:	
<b>FL3 Cultures</b>	The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.
Standard:	<b>FL3a:</b> The student demonstrates an understanding of the different aspects of the culture studied. The student:
Components:	<p><b>FL3a.1:</b> recognizes attitudes, values and beliefs;</p> <p><b>FL3a.2:</b> explores formal social, political and economic institutions;</p> <p><b>FL3a.3:</b> examines celebrations, holidays, traditions, folk stories, legends;</p> <p><b>FL3a.4:</b> discovers foods; and</p> <p><b>FL3a.5:</b> explores fine arts, literature and entertainment.</p>
Examples:	<p><i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i></p> <ul style="list-style-type: none"> <li>• <i>Study appropriate gestures in the culture studied.</i></li> <li>• <i>Greet strangers with appropriate forms of address.</i></li> <li>• <i>Learn and identify the main street signs and facilities in the country of the culture studied.</i></li> <li>• <i>Learn about the form of government in the country of the culture studied.</i></li> <li>• <i>Learn about general economy of the country of the culture studied.</i></li> <li>• <i>Learn about the main holidays in the culture studied.</i></li> <li>• <i>Learn a few proverbs in the target language.</i></li> <li>• <i>Learn a tongue twister in the target language.</i></li> <li>• <i>Make a dish based on a recipe of the culture studied.</i></li> <li>• <i>Learn and sing a popular nursery rhyme in the target language.</i></li> <li>• <i>Play a simple game fro the culture studied.</i></li> <li>• <i>Identify from flashcards or photos the most famous people in the history of the culture studied.</i></li> </ul>

Standard: **FL3b:** The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:

Components: **FL3b.1:** connects information studied in other subjects to their learning of the culture studied and vice versa; and

**FL3b.2:** applies the concepts acquired in the culture studied in other curricular areas.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- Draw a map of the country studied and show and describe it to the geography class.
- Learn the units of measurement in the culture studied and change them into his/her metrical system, using math concepts.
- Identify the major types of flowers and animals, learned in science class, in the culture studied.

Standard: **FL3c:** The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:

Components: **FL3c.1:** discovers and compares similarities and differences between the two cultures;

**FL3c.2:** develops an awareness and understanding of alternative views.

**FL3c.3:** analyzes and evaluates similarities and differences between the two cultures; and

**FL3c.4:** develops the ability to hypothesize about cultural systems in general.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- Learn and compare appropriate simple patterns of social behavior in public.
- Study and identify a list of borrowings and cognates.
- Guess names of cities based on similarities in the spelling (For Romance languages, teacher writes in the target language on the board a list of names of important cities in the culture studied).
- Learn about the differences between the different ways to behave when introduced to new acquaintances and compare these ways to his/her own culture.
- Guess which products belong to the culture studied and explain the reasons after being shown a picture representing many products.

Standard: **FL3d:** The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:

Components: **FL3d.1:** communicates on a personal level with target language speakers;

**FL3d.2:** participates in community celebrations in the target culture; and

**FL3d.3:** involves him/herself in local community events and activities or simulated real-life situations.

Examples:

*Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Write a postcard to a native speaker in the community of the culture studied.*
- *Write a short note to the florist shop, requiring a bouquet or a plant to give as a gift to a native speaker in order to celebrate his/her birthday.*
- *Prepare food from the culture studied in order to celebrate a holiday and tell the class about that specific holiday.*
- *Write a shopping list of food items to order at a local restaurant in the culture studied.*