



**Washington West
Supervisory Union**

K – 6

World Language Curriculum

Crossett Brook Middle School

Fayston Elementary School

Moretown Elementary School

Waitsfield Elementary School

Warren Elementary School

WWSU World Language Curriculum K-6

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Introduction

Washington West Supervisory Union foreign language students should become familiar with if not proficient in a language other than English by the time they graduate from high school. Students who select a modern language should be able to speak, understand, read and write the language that they study. Students who study a classical language should be able to read and write in the classical language.

Foreign language studies enable students to function in the foreign language in a variety of contexts meaningful and useful to them. Students develop proficiencies in the four skill areas: listening, speaking, reading and writing. In addition, students develop a global sense of cultural awareness and an appreciation for diversity.

The Washington West Supervisory Union World Language Curriculum has been written according to National Standards for the teaching of World Languages and Vermont Grade Expectations.

Curriculum Work

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Washington West Supervisory Union Elementary Modern Language Curriculum

At the elementary level, the overall goal of teaching a foreign language is to introduce students to the language and culture through listening, speaking, reading, and writing with an ultimate goal of fluency and global awareness. The exposure to French during the elementary years is developmentally essential for optimal language acquisition. This early exposure creates a solid base of vocabulary development, accurate accent and intonation, and knowledge of simple grammar, usage, and mechanics in the target language. Additionally, early instruction enhances a child's ability to learn other languages. The elementary French program is called Foundational French as it is the foundation of later language study.

By the end of 6th grade, students at Moretown, Fayston, Warren and Waitsfield are exposed to the following topics: greetings, calendar, classroom vocabulary, alphabet, colors, numbers/counting, songs, family, clothing, body parts, house and buildings, neighborhood, shopping, foods/drinks, feelings, directions, commands, sports and activities, question words, negative sentence construction, adjectives, verbs, and culture studies. These are aligned with the corresponding Non-Native Language National Standards found on ACTFL's website.

In some of the elementary schools, the foreign language program includes an immersion component, in which classroom curriculum themes are extended by activities and lessons executed in the target language.

If other languages are taught in our schools in the future, other examples can be added to the document.

National Standards for Foreign Language Learning
<https://www.learner.org/libraries/tfl/about/standards.html>

Washington West Supervisory Union – Modern World Language Curriculum Kindergarten

Communication - Students communicate in languages other than English through listening, speaking, reading and writing	
National Standards: 1.1, 1.2, 1.3	VT Grade Expectations (GEs):>NNLPK-K:1,>NNLPK-K:2,>NNLPK-K:3
<p>1.1 Interpersonal Communication-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>1.2 Interpretive Communication-Students understand and interpret written and spoken language on a variety of topics</p> <p>1.3 Presentational Communication-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>NNLPK-K:1 Students show skill development in interpersonal communication by:</p> <ul style="list-style-type: none"> • Using standard social conventions (greetings-hello, goodbye; thank you, please) • Responding to oral questions with memorized vocabulary (How are you? What's your name?) <p>NNLPK-K:2 Students show skill development in presentational communication by:</p> <ul style="list-style-type: none"> • Reciting (songs, poems) • Repeating words for colors, numbers • Repeating alphabet letters or characters. <p>NNLPK-K:3 Students show skill development in interpretive communication by:</p> <ul style="list-style-type: none"> • Responding to verbal prompts with teacher cues (stand up, show me) • Recognizing some sound/symbol relationships.
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Introductions-Bonjour, Comment tu t'appelles? Je m'appelle...comment ça va? Ça va bien/mal/comme ci comme ça, au revoir • Classroom directions – Levez-vous, asseyez-vous, Merci madame, Ecoutez, Regardez • First words – Colors, numbers 1-10, weather: Il fait beau/du soleil, Il fait nuageux/mauvais, Il fait froid/chaud, Il pleut, Il neige • A story – La Chenille Qui A Faim, L'Ours Brun, La Moufle • Integrated studies – Dependent on classroom themes • Introducing French food- Un croissant, du pain, une baguette, du fromage, des crêpes • Songs – Une patate, Il a les Yeux, J'ai perdu mon mouchoir, Frère Jacques, Les roues de l'autobus, Ça me grate le nez, Vieux McDonald, Sur le pont d'Avignon, Léon le chaméléon. 	

Cultures - Gain knowledge of other cultures through the study of language	
National Standards: 2.1, 2.2	VT Grade Expectations (GEs): NNLPK-K:4, NNLPK-K:5
<p>2.1 Practices of Culture-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products of Culture-Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied</p>	<p>NNLPK-K:4 Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by:</p> <ul style="list-style-type: none"> Identifying a few concrete cultural practices as different from their own. (shaking hands, greetings, bowing) <p>NNLPK-K:5 Students demonstrate skills representative of the customs, beliefs and traditions of another culture by:</p> <ul style="list-style-type: none"> Using gestures (greetings and farewells; counting). Using authentic words and gestures in cultural games, songs, nursery rhymes with teacher cues. Identifying authentic cultural objects (tortilla, sombrero, baguette, chopsticks).
Sample Evidence: <ul style="list-style-type: none"> Holidays – St. Nicolas, Le Jour des Rois, Mardi Gras, Poisson d'avril Introducing French Food – un croissant, du pain, une baguette, du fromage, des crêpes 	

Connections - Connect with other disciplines and acquire information	
National Standards: 3.1	VT Grade Expectations (Ges): NNLPK-K:6
<p>3.1 Making Connections-Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p>NNLPK-K:6 Students access new information through the language and culture by:</p> <ul style="list-style-type: none"> Participating in interdisciplinary activities (singing, dancing, painting, counting). Recognizing a spoken language as different from their own.
Sample Evidence: <ul style="list-style-type: none"> First words, such as: colors, numbers 1-10, weather: Il fait beau/du soleil, Il fait nuageux/mauvais, Il fait froid/chaud, Il pleut, Il neige A story – La Chenille Qui A Faim, L'Ours Brun, La Moufle 	

Comparisons - Develop insight into the nature of language and culture	
National Standards: 4.1, 4.2	VT Grade Expectations (GEs):>NNLPK-K:6
<p>4.1 Language Comparisons-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>NNLPK-K:6 Students access new information through the language and culture by:</p> <ul style="list-style-type: none"> • Participating in interdisciplinary activities (singing, dancing, painting, counting). • Recognizing a spoken language as different from their own.
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • First words, such as: colors, numbers 1-10, weather: Il fait beau/du soleil, Il fait nuageux/mauvais, Il fait froid/chaud, Il pleut, Il neige • A story – La Chenille Qui A Faim, L'Ours Brun, La Moufle • Holidays – St. Nicolas, Le Jour des Rois, Mardi Gras, Poisson d'avril 	

Communities - Participate in multilingual communities at home and around the world	
National Standards: 5.1, 5.2	VT Grade Expectations (GEs):>NNLPK-K:8,>NNLPK-K:9
<p>5.1 School and Community-Students use the language both within and beyond the school setting.</p> <p>5.2 Lifelong Learning-Students show evidence of becoming life-long learners by using the language for personal enrichment.</p>	<p>NNLPK-K:8 Students show understanding of how knowing another language and culture influences lifelong choices by:</p> <ul style="list-style-type: none"> • Participating in games and activities of the target culture • Responding creatively to learning challenges (e.g. art, music, etc.) <p>NNLPK-K:9 Students employ appropriate social strategies in language learning by:</p> <ul style="list-style-type: none"> • Using peers to practice and validate language use. • Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem and support. • Responding constructively as members of a partnership, group and audience.
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Songs – Une patate, Il a les Yeux, J'ai perdu mon mouchoir, Frere Jacques, Les roues de l'autobus, Ça me grate le nez, Vieux McDonald, Sur le pont d'avignon, Léon le chaméléon 	

Washington West Supervisory Union – Modern World Language Curriculum Grades 1 and 2

Communication - Students communicate in languages other than English through listening, speaking, reading and writing	
National Standards: 1.1, 1.2, 1.3	VT Grade Expectations (Ges): NNL1-2:1, NNL1-2:2, NNL1-2:3
<p>1.1 Interpersonal Communication-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>1.2 Interpretive Communication-Students understand and interpret written and spoken language on a variety of topics</p> <p>1.3 Presentational Communication-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>NNL1-2:1 Students show skill development in interpersonal communication by:</p> <ul style="list-style-type: none"> • Using standard social conventions (greetings-hello-goodbye; thank you-please, titles) • Responding with an expanded repertoire of oral questions with memorized vocabulary (How are you? What's your name? What is your age?) <p>NNL1-2:2 Students show skill development in presentational communication by:</p> <ul style="list-style-type: none"> • Reciting • Recognizing and saying the names of familiar objects and people in immediate environment and in meaningful context (classroom items, body parts, foods, family) • Repeating, identifying and saying independently alphabet letters or characters. • Copying words in meaningful context. <p>NNL1-2:3 Students show skill development in interpretive communication by:</p> <ul style="list-style-type: none"> • Responding to verbal prompts independently (stand up, show me...) • Recognizing more sound/symbol relationships.
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Foods • Feelings (J'ai faim/soif, J'ai froid/chaud, Je suis fatigué) • Animals • Numbers 	

Cultures - Gain knowledge of other cultures through the study of language

National Standards: 2.1, 2.2	VT Grade Expectations (Ges): NNL1-2:4, NNL1-2:5, NNL 1-2:6
<p>2.1 Practices of Culture-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products of Culture-Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied</p>	<p>NNL1-2:4 Students demonstrate understanding of the customs, beliefs, cultural differences, and traditions by:</p> <ul style="list-style-type: none"> Identifying social and ritual cultural practices as different from their own. (shaking hands, greetings; celebrations, traditions, eating). Recognizing some famous landmarks, monuments, people from target cultures (Napoleon, Cortez, Eiffel Tower, Mayan ruins). <p>NNL1-2:5 Students demonstrate skills representative of the customs, beliefs and traditions of another culture by:</p> <ul style="list-style-type: none"> Using gestures spontaneously (greetings and farewells; counting). Using independently authentic words and gestures in cultural games, songs, nursery rhymes. Demonstrating how to use authentic cultural objects (tortilla, sombrero, baguette, chopsticks). <p>NNL1-2:6 Students access new information through the language and culture by:</p> <ul style="list-style-type: none"> Participating in interdisciplinary activities (singing, dancing, painting, counting). Discussing where a non-native language might be heard. Using target language for learning another academic discipline (in science, describing animals; in math, practicing math facts).
<p>Sample Evidence:</p> <ul style="list-style-type: none"> Foods Holidays: (St Nicholas, Christmas, Le Jour des Rois, Mardi Gras, Easter) Songs: (Meli-Melo, A la sortie de l'école; Bonjour, Comment Ça Va?; Allouette; Plot dans la cour de Chez Dubois, Pêche, pomme, poire, abricot; Sur le pont d'Avignon; Savez-vous planter les choux?: Léon le 8hameleon; Jean Petit qui danse; Docteur, je suis malade 	

Connections - Connect with other disciplines and acquire information	
National Standards: 3.1, 3.2	VT Grade Expectations (Ges):NNL1-2:7
<p>3.1 Making Connections-Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Acquiring Information-Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</p>	<p>NNL1-2:7 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by:</p> <ul style="list-style-type: none"> Identifying borrowed words (pizza, tortilla, piñata, café, ballet, karaoke).
Sample Evidence: <ul style="list-style-type: none"> Foods Animals 	

Comparisons - Develop insight into the nature of language and culture	
National Standards: 4.1, 4.2	VT Grade Expectations (Ges):NNL1-2:7
<p>4.1 Language Comparisons-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>NNL1-2:7 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by:</p> <ul style="list-style-type: none"> Identifying borrowed words (pizza, tortilla, piñata, café, ballet, karaoke).
Sample Evidence: <ul style="list-style-type: none"> Foods Songs: (Meli-Melo, A la sortie de l'école; Bonjour, Comment Ça Va?; Allouette; Plot dans la cour de Chez Dubois, Pêche, pomme, poire, abricot; Sur le pont d'Avignon; Savez-vous planter les choux?: Léon le 9hameleon; Jean Petit qui danse; Docteur, je suis malade 	

Communities - Participate in multilingual communities at home and around the world	
National Standards: 5.1, 5.2	VT Grade Expectations (GEs): NNL1-2:8, NNL1-2:9
<p>5.1 School and Community-Students use the language both within and beyond the school setting.</p> <p>5.2 Lifelong Learning-Students show evidence of becoming life-long learners by using the language for personal enrichment.</p>	<p>NNL1-2:8 Students show understanding of how knowing another language and culture influence lifelong choices by:</p> <ul style="list-style-type: none"> • Participating in authentic games and activities to foster enjoyment of learning the language. • Responding creatively to learning challenges (e.g., art, music, re-enactments, etc.) <p>NNL1-2:9 Students employ appropriate social strategies in language learning by:</p> <ul style="list-style-type: none"> • Using peers to practice and validate language use. • Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem and support. • Responding constructively as members of a partnership, group and audience.
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Foods • Songs: (Meli-Melo, A la sortie de l'école; Bonjour, Comment Ça Va?; Allouette; Plot dans la cour de Chez Dubois, Pêche, pomme, poire, abricot; Sur le pont d'Avignon; Savez-vous planter les choux?: Léon le chaméléon; Jean Petit qui danse; Docteur, je suis malade 	

Washington West Supervisory Union – Modern World Language Curriculum

Grades 3 and 4

Communication - Students communicate in languages other than English through listening, speaking, reading and writing	
National Standards: 1.1, 1.2, 1.3	VT Grade Expectations (Ges):NNL3-4:1, NNL3-4:2, NNL3-4:3
<p>1.1 Interpersonal Communication-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>1.2 Interpretive Communication-Students understand and interpret written and spoken language on a variety of topics</p> <p>1.3 Presentational Communication-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>NNL3-4:1 Students show skill development in interpersonal communication by:</p> <ul style="list-style-type: none"> Using standard and routine social conventions (Happy Birthday; Good luck! Excuse) me and more routine conventions. Responding to personal oral questions with familiar vocabulary (Where do you live? What's the date? What's the weather like today? How do you feel?). Asking formulaic questions. <p>NNL3-4:2 Students show skill development in presentational communication by:</p> <ul style="list-style-type: none"> Reciting (songs, poems) Recognizing and saying the names of a greater number of familiar objects and people in meaningful contexts. Using the alphabet/characters, and any accent (spelling) marks to write their name and familiar words. Writing whole or partial simple sentences (taking down information, completing a message). Making short presentations with props. <p>NNL3-4:3 Students show skill development in interpretive communication by:</p> <ul style="list-style-type: none"> Responding to verbal prompts by labeling, matching, drawing or showing. Recognizing more sound/symbol/meaning relationships. Responding with some details to content questions about presented material (who, what, when, where).
<p>Sample Evidence:</p> <ul style="list-style-type: none"> About me (Je suis + adjectives; intelligent, sportif, timide, americain, artistique, sympa/gentil, grand, petit); J'habite, J'ai____ans.; (J'aime + foods; le chocolat, les fruits, la glace, la pizza, le fromage, le pain) (J'aime + activities; jouer au foot, tennis, baseball, basket) Answers to questions- comment tu t'appelles? Ou habites-tu? Quel age as-tu? Comment ca va? Town-Un supermarche, un marche, (une epicerie), (un tabac), une poste, une ecole, un lycee, un magasin, une bibliotheque, une librairie, une boulangerie, une patisserie, une boucherie, une eglise, une synagogue, un café, un cinema, un hôpital, un hotel, des maisons. Je vais a la/au; Ou est...? Family-ma mère, mon père, ma soeur, mon frère Introduction to French speaking places and/or people-Countries/Regions/Departments in Africa, Europe, South America, North America. Focus on Paris-Places, people and history (Eiffel Tower, Notre Dame, Le Louvre, Versailles, Le Centre Pompidou, Victor Hugo....), Artists of France (Monet, Seurat, Degas, Rousseau) Songs-Je suis une pizza, Quand de vais a l'école, Petit cochon, Je ne sais pas/Ooh la la, Lundi matin 	

Cultures - Gain knowledge of other cultures through the study of language	
National Standards: 2.1, 2.2	VT Grade Expectations (Ges): NNL3-4:4, NNL3-4:5
<p>2.1 Practices of Culture-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products of Culture-Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied</p>	<p>NNL3-4:4 Students demonstrate understanding of the customs, beliefs, cultural differences and traditions by:</p> <ul style="list-style-type: none"> • Differentiating between formal and informal forms of address • Identifying the concrete components of cultural differences (they do, we do) • Demonstrating knowledge of some significant people, places and their historical impact (Pasteur and milk). • Recognizing some acronyms (w.c.) and city markers (sortie). <p>NNL3-4:5 Students demonstrate skills representative of the customs, beliefs and traditions of another culture by:</p> <ul style="list-style-type: none"> • Applying formal and informal courtesy (tu/vous; senor, senora; du/Sie) • Using authentic words and gestures in cultural games, role plays and skits from script (serving dinner, including setting table, using appropriate manners). • Demonstrating use of authentic cultural objects in specific context and purposes (piñata for parties; report cards; money).
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Town-Un supermarche, un marche, (une epicerie), (un tabac), une poste, une ecole, un lycee, un magasin, une bibliotheque, une librairie, une boulangerie, une patisserie, une boucherie, une eglise, une synagogue, un café, un cinema, un hôpital, un hotel, des maisons. Je vais a la/au; Ou est...? • Family-ma mère, mon père, ma soeur, mon frère • Introduction to French speaking places and/or people-Countries/Regions/Departments in Africa, Europe, South America, North America. Focus on Paris-Places, people and history (Eiffel Tower, Notre Dame, Le Louvre, Versailles, Le Centre Pompidou, Victor Hugo...), Artists of France (Monet, Seurat, Degas, Rousseau) 	

Connections - Connect with other disciplines and acquire information	
National Standards: 3.1, 3.2	VT Grade Expectations (Ges): NNL3-4:6, NNL3-4:7
<p>3.1 Making Connections-Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Acquiring Information-Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</p>	<p>NNL3-4:6 Students access new information through the language and culture by:</p> <ul style="list-style-type: none"> • Participating in interdisciplinary activities (singing, dancing, painting, counting, creating visual art). • Identifying on a map some places where the language is spoken (México, Québec, Puerto Rico). • Using target language for learning another academic discipline (using metric system to talk about weather). • Identifying cultural context of children's books, movies and TV programs. <p>NNL3-4:7 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by:</p> <ul style="list-style-type: none"> • Recognizing word order differences. • Comparing sound and writing systems. • Identifying formal and informal language use (tu/vous). • Identifying cognates (hotel, restaurant, Kaffee).
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Town-Un supermarche, un marche, (une epicerie), (un tabac), une poste, une ecole, un lycee, un magasin, une bibliotheque, une librairie, une boulangerie, une patisserie, une boucherie, une eglise, une synagogue, un café, un cinema, un hôpital, un hotel, des maisons. Je vais a la/au; Ou est...? • Family-ma mère, mon père, ma soeur, mon frère • Introduction to French speaking places and/or people-Countries/Regions/Departments in Africa, Europe, South America, North America. Focus on Paris-Places, people and history (Eiffel Tower, Notre Dame, Le Louvre, Versailles, Le Centre Pompidou, Victor Hugo...), Artists of France (Monet, Seurat, Degas, Rousseau) 	

Comparisons - Develop insight into the nature of language and culture

National Standards: 4.1, 4.2	VT Grade Expectations (GEs): NNL3-4:6, NNL3-4:7
<p>4.1 Language Comparisons-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>NNL3-4:6 Students access new information through the language and culture by:</p> <ul style="list-style-type: none"> • Participating in interdisciplinary activities (singing, dancing, painting, counting, creating visual art). • Identifying on a map some places where the language is spoken (México, Québec, Puerto Rico). • Using target language for learning another academic discipline (using metric system to talk about weather). • Identifying cultural context of children's books, movies and TV programs. <p>NNL3-4:7 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by:</p> <ul style="list-style-type: none"> • Recognizing word order differences. • Comparing sound and writing systems. • Identifying formal and informal language use (tu/vous). • Identifying cognates (hotel, restaurant, Kaffee). •
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Town-Un supermarche, un marche, (une epicerie), (un tabac), une poste, une ecole, un lycee, un magasin, une bibliotheque, une librairie, une boulangerie, une patisserie, une boucherie, une eglise, une synagogue, un café, un cinema, un hôpital, un hotel, des maisons. Je vais a la/au; Ou est...? • Introduction to French speaking places and/or people-Countries/Regions/Departments in Africa, Europe, South America, North America. Focus on Paris-Places, people and history (Eiffel Tower, Notre Dame, Le Louvre, Versailles, Le Centre Pompidou, Victor Hugo...), Artists of France (Monet, Seurat, Degas, Rousseau) 	

Communities - Participate in multilingual communities at home and around the world

National Standards: 5.1, 5.2

5.1 School and Community-Students use the language both within and beyond the school setting.

5.2 Lifelong Learning-Students show evidence of becoming life-long learners by using the language for personal enrichment.

VT Grade Expectations (GEs): NNL3-4:8, NNL3-4:9

NNL3-4:8 Students understanding of how knowing another language and culture influences lifelong choices by:

- Participating in authentic games, sports and activities (music, crafts) enjoyed by children in target culture to foster enjoyment of learning the language.
- Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.)
- Appreciating and accepting challenges inherent in the learning (e.g., trying multiple times, using different methods, coping with frustration, persevering).
- Using a variety of strategies/techniques to address those challenges (e.g., visual representation, mnemonic devices, repetition, flashcards, technology).
- Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, using authentic resources; communicating directly in target language).

NNL3-4:9 Students employ appropriate social strategies in language learning by:

- Using peers and advanced or native speakers to practice and validate language use.
- Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem and support.
- Responding constructively as members of a partnership, group and audience.

Sample Evidence:

- Songs-Je suis une pizza, Quand de vais a l'école, Petit cochon, Je ne sais pas/Ooh la la, Lundi matin

Common Assessments for Grades 3 and 4

Listening - Students will listen to a description and answer the questions in English

- Je m'appelle Marc. J'ai dix ans. J'habite Paris avec ma famille (ma soeur, mon frere, et mon pere). J'ai un petit chat noir. (Je veux un grand chien.)
 1. What is the student's name?
 2. How old is the student?
 3. Where does the student live?
 4. Who does the student live with? (exceeding expectations – list each family member)
 5. What pets does he have? (exceeding expectations – What pet does he want?)
 6. Describe his pet. (exceeding expectations)
- Je nage, je joue au foot, je fais du ski et je vais au cinema. J'aime la glace, la pizza, et les pommes. Je n'aime pas les bananes.
 1. What sports does he do?
 2. What foods does he like?
 3. What foods does he not like?

Speaking - Students will listen to a description and answer the questions in English

- Students will be able to give the following information in complete sentences in French with oral and visual prompts.
 1. Name
 2. Age
 3. How they are doing
 4. Where they live
 5. Pets they have or pets they want
 6. Things they like
 7. Things they don't like
 8. Today's weather (2 expressions)

Reading - Students will read passage and answer the questions in English

- Il y a une fille. Elle s'appelle Michelle. Elle a onze ans. Michelle habite a Montreal avec sa famille (sa mere, son pere, sa soeur et son frere). Elle a un grand cheval bleu et un petit poisson rouge.
 1. Is there a boy or girl?
 2. What is the student's name?
 3. How old is the student?
 4. Where does the student live?
 5. Who is in the student's family?
 6. What pets does she have?
 7. Describe her pets. (exceeding expectations)
- Elle nage et joue au baseball. Elle fait du ski et va au cinema. Elle aime les fraises et le chocolat. Elle n'aime pas le gateau.
 1. Which sports does the student like to do?
 2. What doesn't the student like?
 3. What does the student like?

Writing - An assessment of writing is not appropriate at this level

Washington West Supervisory Union – Modern World Language Curriculum Grades 5 and 6

Communication - Students communicate in languages other than English through listening, speaking, reading and writing	
National Standards: 1.1, 1.2, 1.3	VT Grade Expectations (GEs):NNL5-6:1, NNL5-6:2, NNL5-6:3
<p>1.1 Interpersonal Communication-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>1.2 Interpretive Communication-Students understand and interpret written and spoken language on a variety of topics</p> <p>1.3 Presentational Communication-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>NNL5-6:1 Students show skill development in interpersonal communication by:</p> <ul style="list-style-type: none"> Asking and answering a greater variety* of personal questions using familiar vocabulary (likes/dislikes, giving simple examples)*NOTE* This variety is based on local curriculum decisions. Expressing self in the present and with memorized connectors. <p>NNL5-6:2 Students show skill development in presentational communication by:</p> <ul style="list-style-type: none"> Performing short skits, plays, puppet shows using familiar or memorized vocabulary. Describing using simple language Using a greater number of characters Creating simple sentences to convey a message, story, information in meaningful contexts. <p>NNL5-6:3 Students show skill development in interpretive communication by:</p> <ul style="list-style-type: none"> Responding to increasingly complex prompts by labeling, matching, dramatization, drawing, retelling Recognizing more sound/symbol/meaning relationships. Responding with details to content questions about presented material (who, what, when, where). Demonstrating/providing personal interpretations.
Sample Evidence: <ul style="list-style-type: none"> French foods Foods- Fruits, vegetables, desserts, entrees, others; likes, dislikes. Ordering in a restaurant-Dishes on menu, Je voudrais, Qu'est-ce que c'est?, L'additions, s'il vous plait, C'était tres bon About me Family-ma mère, mon père, ma soeur, mon frère, mon oncle, ma tante, mon grandpère, ma grandmère; J'habite avec....; Il/Elle est... Sports-jouer au football, baseball, basket, tennis, hockey...faire du ski, snowboard, velo, une randonnee, nager, danser, patiner French speaking places-French speaking Country Cultures Projects Songs —Je veux (Zazz), Champs Elysées, Toi plus Moi, La Vie en Rose, Elle 	

Cultures - Gain knowledge of other cultures through the study of language	
National Standards: 2.1, 2.2	VT Grade Expectations (GEs): NNL5-6:4, NNL5-6:5
<p>2.1 Practices of Culture-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Products of Culture-Students demonstrate an understanding of the relationship between the perspectives and the products/contributions of the cultures studied</p>	<p>NNL5-6:4 Students demonstrate understanding of the customs, beliefs, cultural differences and traditions by:</p> <ul style="list-style-type: none"> Identifying and listing products and practices specific to the target culture (holidays, rituals, dining, apparel) without value judgement. Identifying and describing characteristics of diverse expressions of target language cultures and locate them (food and celebrations in Quebec, Sénégal, France). Recognizing acronyms and abbreviations (S.V.P., le prof). <p>NNL5-6:5 Students demonstrate skills representative of the customs, beliefs and traditions of another culture by:</p> <ul style="list-style-type: none"> Dramatizing or presenting a cultural practice (poster, illustration, skit). Using authentic words and gestures in cultural games, role plays and skits from script, including folktales and proverbs). Demonstrating use of authentic cultural objects and practices in specific context and purposes (cake, birthday celebrations, gift giving).
<p>Sample Evidence:</p> <ul style="list-style-type: none"> Family-ma mère, mon père, ma soeur, mon frère, mon oncle, ma tante, mon grandpère, ma grandmère; J'habite avec....; Il/Elle est... Foods- Fruits, vegetables, desserts, entrees, others; likes, dislikes. French food- Un croissant, du pain, une baguette, du fromage, des crêpes Ordering in a restaurant-Dishes on menu, Je voudrais, Qu'est-ce que c'est?, L'additions, s'il vous plait, C'était tres bon Sports-jouer au football, baseball, basket, tennis, hockey...faire du ski, snowboard, velo, une randonnee, nager, danser, patiner French speaking places-French speaking Country Cultures Projects 	

Connections - Connect with other disciplines and acquire information	
National Standards: 3.1, 3.2	VT Grade Expectations (GEs): NNL5-6:6, NNL5-6:7
<p>3.1 Making Connections-Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Acquiring Information-Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</p>	<p>NNL5-6:6 Student access new information through the language and culture by:</p> <ul style="list-style-type: none"> • Participating in interdisciplinary activities (singing, dancing, painting, counting, creating visual art, using musical instruments). • Identifying increasing number of places where language is spoken and some capitals (drawing maps and flags of regions/countries). • Using target language for learning another academic discipline (identifying currency and making change). • Identifying cultural context of children's books, movies, magazines and TV programs, etc. • Using authentic material from the culture for discovery. • Greeting and introducing native speakers. <p>NNL5-6:7 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by:</p> <ul style="list-style-type: none"> • Recognizing word order differences. • Identifying grammatical notions of gender. • Using formal and informal language in predictable, teacher directed situations. • Identifying and translating cognates. • Identifying non-verbal behavior patterns (shrugs, eye contact, use of personal space).
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Family-ma mère, mon père, ma soeur, mon frère, mon oncle, ma tante, mon grandpère, ma grandmère; J'habite avec...; Il/Elle est... • Foods- Fruits, vegetables, desserts, entrees, others; likes, dislikes. • French food- Un croissant, du pain, une baguette, du fromage, des crêpes • Ordering in a restaurant –Dishes on menu, Je voudrais, Qu'est-ce que c'est?, L'additions, s'il vous plait, C'était tres bon • French speaking places- French speaking Country Cultures Projects 	

Comparisons - Develop insight into the nature of language and culture	
National Standards: 4.1, 4.2	VT Grade Expectations (GEs): NNL5-6:6, NNL5-6:7
<p>4.1 Language Comparisons-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>NNL5-6:6 Student access new information through the language and culture by:</p> <ul style="list-style-type: none"> • Participating in interdisciplinary activities (singing, dancing, painting, counting, creating visual art, using musical instruments). • Identifying increasing number of places where language is spoken and some capitals (drawing maps and flags of regions/countries). • Using target language for learning another academic discipline (identifying currency and making change). • Identifying cultural context of children's books, movies, magazines and TV programs, etc. • Using authentic material from the culture for discovery. • Greeting and introducing native speakers. <p>NNL5-6:7 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own by:</p> <ul style="list-style-type: none"> • Recognizing word order differences. • Identifying grammatical notions of gender. • Using formal and informal language in predictable, teacher directed situations. • Identifying and translating cognates. • Identifying non-verbal behavior patterns (shrugs, eye contact, use of personal space).
<p>Sample Evidence</p> <ul style="list-style-type: none"> • French food- Un croissant, du pain, une baguette, du fromage, des crêpes • Foods- Fruits, vegetables, desserts, entrees, others; likes, dislikes. • Ordering in a restaurant-Dishes on menu, Je voudrais, Qu'est-ce que c'est?, L'additions, s'il vous plait, C'était tres bon • Sports-jouer au football, baseball, basket, tennis, hockey...faire du ski, snowboard, velo, une randonnee, nager, danser, patiner • French speaking places-French speaking Country Cultures Projects 	

Communities - Participate in multilingual communities at home and around the world	
National Standards: 5.1, 5.2	VT Grade Expectations (GEs): NNL5-6:8, NNL5-6:9
<p>5.1 School and Community-Students use the language both within and beyond the school setting.</p> <p>5.2 Lifelong Learning-Students show evidence of becoming life-long learners by using the language for personal enrichment.</p>	<p>NNL5-6:8 Students understanding of how knowing another language and culture influences lifelong choices by:</p> <ul style="list-style-type: none"> • Participating in authentic games, sports and activities (music, crafts) attending or viewing a cultural event to foster enjoyment of learning the language. • Responding creatively to learning challenges (e.g., art, music, re-enactments, poems, etc.) • Appreciating and accepting challenges inherent in the learning (e.g., trying multiple times, using different methods, coping with frustration, being willing to accept limited communication and to take risks). • Using a variety of strategies/techniques to address those challenges (e.g., visual representation, mnemonic devices, repetition, flashcards, computers, role plays). • Applying problem solving skills (e.g., using words that are familiar, accessing prior knowledge, using authentic resources; communicating directly in target language. <p>NNL5-6:9 Students employ appropriate social strategies in language learning by:</p> <ul style="list-style-type: none"> • Using peers and advanced or native speakers to practice and validate language use. • Cooperating in a group or partnership to maintain an environment of safety, confidence, mutual esteem and support. • Responding constructively as members of a partnership, group and audience.
<p>Sample Evidence:</p> <ul style="list-style-type: none"> • French food- Un croissant, du pain, une baguette, du fromage, des crêpes • Foods- Fruits, vegetables, desserts, entrees, others; likes, dislikes. • Ordering in a restaurant-Dishes on menu, Je voudrais, Qu'est-ce que c'est?, L'additions, s'il vous plait, C'était tres bon • Songs – Je veux (Zazz), Champs Elysées, Toi plus Moi, La Vie en Rose, Elle 	

Common Assessments for Grades 5 and 6

Listening - Students will listen to a description and answer the questions in English

- Je m'appelle Marc. J'ai dix ans. J'habite Paris avec ma mere, mon pere, ma soeur et mon frere.. J'ai un chat noir et un grand chien blanc.
 1. What is the student's name?
 2. How old is the student?
 3. Where does the student live?
 4. Who is in the student's family?
 5. What pets does he have?
 6. Describe his pet
- . En ete j'aime nager, faire du velo et jouer au foot. En hiver j'aime faire du ski, lire et aller au cinema. J'aime la glace, la pizza, et les pommes. Je n'aime pas les bananes.
 1. What does he like to do in the summer?
 2. What does he like to do in the winter?
 3. What foods does he like?
 4. What foods does he not like?

Speaking - Students will be able to give the following information in French

- Students will be able to give the following information in complete sentences in French with oral and visual prompts.
 1. Name
 2. Age
 3. Where you live
 4. Pets you have
 5. What you like to do in the summer
 6. What you like to do in the winter
 7. Foods you like
 8. Foods you don't like

Reading - Students will read passage and answer the questions in English

- Il y a une fille. Elle s'appelle Marie. Elle a onze ans. Marie habite a Montreal avec sa mere, son pere, sa soeur et son frere. Elle a un grand cheval bleu et un petit poisson rouge.
 1. What is the student's name?
 2. How old is the student?
 3. Where does the student live?
 4. Who is in the student's family?
 5. What pets does she have?
 6. Describe her pets. (exceeding expectations)
- Elle été elle aime nager et jouer au baseball. En hiver elle aime faire du ski et aller au cinema. Elle aime les fraises et le chocolat. Elle n'aime pas le gateau.
 4. What does the student like to do in the summer?
 5. What does she like to do in the winter?
 6. What doesn't the student like?
 7. What does the student like?

Writing - (OPTIONAL) An assessment of writing is not appropriate at this level

- Students will write about themselves following the prompts: Write about your interests and favorite things in French on the lines below. Do your best to write about these:
 1. Your name
 2. Your age
 3. Where you live
 4. What you like to eat and drink
 5. Your family
 6. Describe yourself (looks and personality)