Lincoln
Community School
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K-12 Language B – French, Spanish Standards
Lincoln Community School

Source: ACTFL (American Council on the Teaching of Foreign Languages)

Please note that students may move through the phases of language acquisition beginning at any age. Therefore these standards and benchmarks are applied in age-appropriate ways depending on the age and proficiency of the student as he or she begins the language-learning journey at Lincoln Community School.

Phases 1-2: Emergent Communicators

Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
- Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, electronic media, audio or videotapes, etc.
- Share likes and dislikes.
- Exchange descriptions of people and tangible products of the target culture, such as toys, dress, types of dwellings, and foods.
- Exchange essential information such as greetings, leave-takings, and common classroom interactions using culturally appropriate gestures and oral expressions.

Understand and interpret written and spoken language on a variety of topics.

- Comprehend main ideas in oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.
- Identify people and objects in students' environment or from other school subjects, based on oral and written descriptions.
- Comprehend brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Comprehend main themes and ideas and identify principal characters of stories.
- Comprehend principal messages contained in various media such as illustrated texts, posters, and advertisements.
- Interpret gestures, intonation, and other visual and auditory cues.

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.
- Dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another class.
- Give short oral notes and messages, or write reports, about people and things in their school environment and exchange the information with another language class either locally or via e-mail.
- Tell or retell stories orally and in writing.
- Write or tell about products and/or practices of students' own culture to peers in the target culture.

Cultures

Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings, such as school, family, and community.
- Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.
- Participate in age-appropriate cultural activities, such as games, songs, celebrations, story telling and dramatizations.

Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Identify and observe tangible products of the culture.

- Identify, experience, or read about expressive products of the culture, such as songs, selections from literature, and artwork.
- Identify, discuss, and produce artwork, crafts, or graphic representations.
- Recognize themes, ideas, or perspectives of the target culture.

Connections

Reinforce and further knowledge of other disciplines through the foreign language.

- Demonstrate an understanding of concepts learned in other subject areas in the target language, including weather, mathematics, measurements, animals, insects, and geographical concepts.

Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- Read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems, and songs, written for native speakers of the target language.

Comparisons

Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.

- Cite and use examples of words that are borrowed in the language students are learning and their own, and speculate about why languages in general might need to borrow words.
- Realize that cognates enhance comprehension of spoken and written language, and demonstrate that awareness by identifying commonly occurring cognates in the language being studied.
- Demonstrate awareness of the existence of idiomatic expressions in both the native language and the language being studied, and talk about how idiomatic expressions work in general.
- Demonstrate an awareness of formal and informal forms of language in greetings and leave-takings, and try out expressions of politeness in target and native languages.
- Report differences and similarities between the sound and writing systems of the native language and the language being studied.
- Demonstrate an awareness of ways of expressing ideas both in their own language and the language being learned.

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.

- Compare simple patterns of behavior or interaction in various cultural settings.
- Demonstrate awareness that gestures are an important part of communication and that gestures may differ among languages.
- Compare and contrast tangible products (e.g., toys, sports equipment, food) of the target culture and the students' own.
- Compare and contrast intangible products (e.g., rhymes, songs, folktales) of the target culture and the students' own.

Communities

Use the language both within and beyond the school setting.

- Communicate on a personal level with speakers of the target language via letters, the Internet, audiotapes, and videotapes.
- Identify professions that require proficiency in another language.
- Use the language to create imaginary situations.
- Present information about the target language and culture to others.
- Write and illustrate stories to present to others.
- Perform for a school or community celebration.

Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Read materials and/or use media from the target language and culture for enjoyment and personal growth.
- Play sports or games from the target culture.
- Exchange information about topics of personal interest.
- Plan real or imaginary travel.
- Attend, or view via the media, cultural events and social activities in the target language and/or from the target culture.
- Listen to music, sing songs, or play musical instruments from the target culture.

Phase 3-4 Capable Communicators

Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. Ask and respond to questions for clarification.

- Exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.
- Compare, contrast, and express opinions and preferences about information gathered regarding events, experiences, and other school subjects.
- Acquire goods, services, or information orally and/or in writing.
- Develop and propose solutions to issues and problems related to the school or community.

Understand and interpret written and spoken language on a variety of topics.

- Comprehend information and messages related to other school subjects.
- Understand announcements and messages related to daily activities.
- Understand main themes and significant details on topics from other subjects and products of the cultures as presented on TV, radio, video, or live presentations.
- Understand the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.
- Identify principal characters and comprehend the main ideas and themes in selected literary texts.
- Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Present short plays and skits, recite selected poems and anecdotes, and perform songs in the language for a variety of audiences.
- Prepare tape or video-recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.
- Prepare stories or brief written reports about personal experiences, personal events, or other subjects to share with classmates and/or members of the target cultures.
- Prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.

Cultures

Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- Observe, analyze, and discuss patterns of behavior typical of their peer group.
- Use appropriate verbal and nonverbal behavior for daily activities among peers and adults.
- Learn about and participate in age-appropriate cultural practices such as games (role of leader, taking turns, etc.), sports and entertainment (e.g., music, dance, drama).

Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Experience (read, listen to, observe, perform) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama), and explore their impact.
- Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the target culture studied as found within the students' homes and communities.
- Identify, discuss, and analyze themes, ideas, and perspectives related to the cultural products being studied.

Connections

Reinforce and further knowledge of other disciplines through the foreign language.

- Discuss topics from other school subjects in the target language, including geographical terms and concepts, historical events and developments, mathematical terms and problems, and scientific information.
- Comprehend articles or short videos in the target language on topics being studied in other classes.
- Present reports in the target language, orally and/or in writing, on topics being studied in other classes.

Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

Comparisons

Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.

- Recognize the category of grammatical gender in languages, and reflect that awareness in spoken and written language.
- Hypothesize about relationships among languages based on awareness of cognates and similarity of idioms.
- Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.
- Demonstrate an awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.

- Contrast verbal and nonverbal behavior within particular activities in the target culture and the students' own.

- Demonstrate an awareness that the students, too, have a culture, drawing on comparisons of sample daily activities in the target culture and their own.
- Hypothesize on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and the students' own.
- Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices in the target culture and the students' own.
- Hypothesize about the relationship between cultural perspectives and expressive products (e.g. music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.

Communities

Use the language both within and beyond the school setting.

- Discuss preferences concerning leisure activities and opinions concerning current events, in writing or orally, with speakers of the target language.
- Interact with members of the local community to learn how they use various languages in their fields of work.
- Present information about the target language and culture to others.
- Participate in club activities which benefit the school or community.
- Write and illustrate stories to present to others.
- Perform for a school or community celebration.

Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Consult various sources in the language to obtain information on topics of personal and/or academic interest.
- Play sports or games from the target culture.
- Exchange information about topics of personal interest with peers and/or speakers of the target language.
- Use various media from the language and culture for entertainment.
- Attend, or view via the media, cultural events and social activities in the target language and/or from the target culture.
- Listen to music, sing songs, or play musical instruments from the target culture.

Phases 5-6 Proficient Communicators

Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another school subject.
- Develop and propose solutions to issues and problems that are of concern to the students' own and the target cultures.
- Share analyses and personal reactions to expository and literary texts.
- Exchange, support, and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

Understand and interpret written and spoken language on a variety of topics.

- Demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, oral presentations, newspaper and magazine articles, and other written presentations on current or past events in the target culture* or on topics that are being studied in another class.
- Demonstrate an understanding of the principal elements of non-fiction articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the culture.
- Analyze the main plot, subplots, characters, themes, and symbolism in authentic literary texts.
- Demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.
- Demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Perform scenes and/or recite poems or excerpts from short stories connected to a topic from disciplines such as world history, geography, the arts, or mathematics.
- Perform scenes from plays and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- Create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Select and analyze expressive products of the culture from literary genres or the fine arts.
- Summarize the content of an article or documentary intended for native speakers in order to discuss the topics, via the Internet, with other users or speakers of the language.
- Write a letter or an article describing and analyzing an issue for a student publication.
- Prepare a research-based analysis of a current event from the perspective of both the United States and the target cultures.

Cultures

Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using the appropriate verbal and nonverbal cues.
- Learn about and participate in age-appropriate cultural practices, such as games, sports, and entertainment.
- Identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied.
- Identify, examine, and discuss connections between cultural perspectives and soically approved behavioral patterns.

Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- Identify, discuss, and analyze intangible products of the target culture, such as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the culture.
- Experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the fine arts.
- Identify, analyze, and evaluate themes, ideas, and perspectives related to the products being studied.
- Explore the relationships among the products, practices, and perspectives of the culture.

Connection

Reinforce and further knowledge of other disciplines through the foreign language.

- Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.
- Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
- Combine information from other school subjects with information available in the foreign language in order to complete activities in the foreign language classroom.

Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- Use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience, and compare these to information obtained on the same topics written in English.

Comparisons

Demonstrate understanding of the nature of language through comparisons of the language studied and the students' own.

- Recognize that there are cognates and false cognates among languages, and speculate about the evolution of language.
- Demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another.
- Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.
- Report on the relationship between word order and meaning, and hypothesize about how this may or may not reflect the ways in which cultures organize information and view the world.
- Compare the writing system of the target language with that of the native language. Examine other writing systems and report about the nature of those writing systems (e.g. logographic, syllabic, alphabetic)

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and the students' own.

- Hypothesize about the origins of idioms as reflections of culture, citing examples in the target language and culture and the students' own.
- Compare nuances of meanings of words, idioms, and vocal inflections in the target language and the students' own.
- Analyze the relationship of perspectives and practices in the target culture, and compare and contrast these with those in the students' own culture.
- Analyze the relationship between the products and perspectives in the target culture, and compare and contrast these with those in the students' own culture.
- Identify and analyze cultural perspectives as reflected in a variety of literary genres.

Communities

Use the language both within and beyond the school setting.

- Communicate orally or in writing with members of the other culture regarding topics of personal interest, community, or world concern.
- Participate in a career exploration or school-to-work project that requires proficiency in the language and culture.

- Use community resources to research a topic related to culture and/or language study.
- Present information about the language and culture to others.
- Participate in club activities that benefit the school or community.
- Write and illustrate stories to present to others.
- Perform for a school or community celebration

Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- Consult various sources in the language to obtain information on topics of personal and/or academic interest.
- Play sports or games from the target culture.
- Read and/or use various media from the language and culture for entertainment or personal growth.
- Establish and/or maintain interpersonal relations with speakers of the language.
- Attend or view via media cultural events and social activities.
- Listen to music, sing songs, or play musical instruments from the target culture.