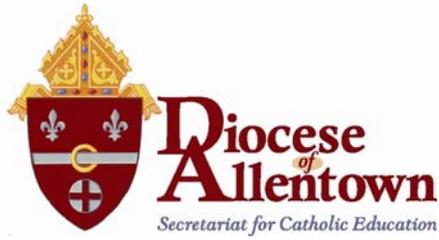




Goals and Guidelines for Elementary School 9/04/08



**Hola**

## **Goals and Guidelines**

# **Foreign Language in the Elementary School**

**Gracias**

## **Goals and Guideline for Elementary Foreign Language Instruction**

The aim of the elementary foreign language teacher in the Diocese of Allentown is to introduce foreign language, expose the students to different cultures, and awaken in the students a desire to learn more about the world around them and communication among nationalities.

These guidelines are developed to help the teacher achieve these goals and to coordinate with the National Standards for Foreign Language Learning in the 21<sup>st</sup> Century.

### **Overall Objectives**

#### **I. Communication**

- Obtain a working knowledge of the new language meeting Standard 1.1.
- Engage in conversation; provide and obtain information, express feelings and emotions.

*Bonjour*

#### **Plan to achieve:**

- Teach greetings and introductions.
- Teach expressions of health and feelings.
- Teach conversation of origin, age, likes and dislikes, pastimes, sports, time and weather.



## **II. Culture**

- Provide students with knowledge to awaken cultural awareness in accordance with standards 2.1.
- Make students aware of other people's world views; their unique way of life and of the patterns of behavior which order their world. Additionally show contributions of other cultures to the world at large.

### **Plan to achieve**

- Introduce pertinent cultural facts in conjunction with the appropriate language section.

### **Food**

Introduce vocabulary along with lessons on an individual country's predominant traditions in regard to dining practices.

### **Music and Art**

Demonstrate how music and art have sprung from the historic origins and traditions in each culture and how these traditions may differ from our own culture.

- Introduce folklore and corresponding art and music.
- Discuss specific celebrations and the art and music which are used in connection with these celebrations; for example, Christmas customs.
- Show examples of architecture in the target language countries.

**Feliz  
Navidad**



### **III Connections**

Introduce lessons of an interdisciplinary nature to tie the language and culture to other life aspects. This relates to standard 3.1. and reinforces knowledge acquired in other subject areas.

#### **Plan to achieve**

- Use resources from other subject areas; present situations or occurrences in the culture being studied.
  - Life sciences: demonstrate ecosystems in the target language countries.

### **IV Comparisons**

In conjunction with the culture sections, help students understand differences and make comparisons between their own culture and the one studied. This is in accordance with standard 4.2 encouraging understanding of target cultures studied and students own culture.

#### **Plan to achieve**

- Provide concrete examples of differences and similarities. (See appendix)

**V Communities**

Students have the opportunity to experience the language and/or culture in real situations outside the classrooms. This is in accordance with standard 5.1 where students use the language both within and beyond the school setting.

**Plan to achieve**

- Provide situations and opportunities to experience language from sources other than school.
  - Have students participate in a Mass in the target language
  - Invite persons from the community to share a specific aspect of culture and language with the students such as crafts, music, food, and traditions.





## **Proposed Curriculum and Timeline**

Elementary Foreign Language Courses are designed as an introductory program for language acquisition in a natural personalized fun and rewarding manner. Cultural enrichment is also a primary objective in elementary language education.

Material is presented to develop language skills in a natural order: listening, speaking, reading, and writing. Simultaneously, students will acquire vocabulary from everyday English and information on the elements of culture, customs, and way of life of the people whose language they are studying.

These guidelines are intended for use in an elementary school with classes meeting once per week for 20 minutes from kindergarten through 3<sup>rd</sup> grade and from 4<sup>th</sup> grade to 8<sup>th</sup> grade for a total of 50 minutes per week. They may be adapted for each individual school's resources, such as time and teacher availability. For schools that do not have the presence of an on-site teacher, the more intense topics presented in 7<sup>th</sup> and 8<sup>th</sup> grade may be omitted. The material used in the earlier grades may then be extended to all years, increasing repetition and cultural activities.

For schools using **Rosetta Stone**, the materials in these guidelines may still be used despite not having a dedicated teacher on site. The appendices contained herein, and the websites cited, can supply the information needed, along with the **Rosetta Stone** materials. **Rosetta Stone** is geared towards grades 3 to 8.

## General Objectives

- Foreign language acquisition as an enjoyable experience.

**Total Physical Response (TPR)** are methods developed by Dr. James J. Asher, a professor of psychology at San José State University, to aid learning second languages. The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of codebreaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement. TPR is primarily intended for ESL/EAL teacher, although the method is used in teaching other languages as well.

<http://www.blaineraytprs.com/> website has more information about TPR methods

- Mixture of Right and Left activities: Repetitive and rhythmic, singing, drawing, coloring, and acting (role playing).
- Culture as an important part of language instruction.  
Introduced through pictures and tangible artifacts, objects, clothing, food, money, and music.
- Communication through understanding language presented on a regular basis.  
Repetition and use of vocabulary in a minimal stress environment.
- Interdisciplinary connections:  
i.e. – social studies, life sciences, music and art



## **Program Expectation Overview by Grade**

*In all grades, classes should begin with prayer in the target language.*

### **Kindergarten**

- Greetings
- Colors
- Body parts
- Numbers 1 to 10



### **First Grade**

- Review and expand greetings
- Review and expand colors
- Review and supplement body parts
- Numbers 1 to 10 using age appropriate mathematical operations.

### **Second Grade**

- Review greetings adding common courtesy expressions.
- Colors: Review and supplement, including nouns related to colors.
- Numbers: Review 1 to 10 and introduce 11 to 20.
- Body parts: Review and supplement with new vocabulary
- Family members



### **Third Grade**

- Review of second grade material
- Numbers: Review 1 to 20 and introduce 20-25
- Review Colors, teach the colors pink, gray and white
- Classroom objects
- Animals

### **Fourth Grade**

- General review of greetings, manners, body parts, family members and numbers
- Classroom objects
- Gender of nouns/definite articles
- Colors: Adjective agreement in number and gender
- Numbers:
  - Introduce 25 to 50
  - Subtraction and addition
- Body parts
  - Five senses
  - Indirect object pronouns
  - Health: Expressions of painful body parts
  - Introduce extended family members
- Using "I have" with nouns previously acquired

### Fifth Grade

- General review of previous years material
- Definite and indefinite articles

Agreement of articles using school objects

- Plurals

Answer question of identification (What is/are?)

Answer question “What’s in the . . . (closet, book bag, refrigerator?)”

- Numbers

Review numbers 1 to 50

Learn numbers 51 through 110

- Using questions asking for quantities (How much? How many?)
- Introduction of possessive adjectives through common usage.
- Clothing

Position of adjectives

Introduction of “I like...” and “I wear . . .”

- Use of possessive – questions: “Whose is it/Who owns it?”
- Food and drink

Asking and answering what you like to drink

Ordering in a restaurant



## Sixth Grade

- General review of previous years material

- Days of the week

- Months of the year

Holidays

Contrast of the questions “What is today’s date?” and “What day is it?”

- Numbers

Review 1 to 110

Learn numbers 110 to 1,000

- Weather

Use the question “What is the weather like?”

- Seasons

- Subject pronouns

- Adjectives of personal description

- Use of the verb “to be” for personal characteristic description

Use of question “What is he or she like?”

- The verb “to have”

Expressions using the verb “to have”

- House

Rooms and parts of a house, i.e. roof, wall, door, etc.

Review questions on description and quantity using house vocabulary

- Culture i.e. architectural styles in the countries of the target languages.



## Seventh Grade

- General review of previous years material
- Using the verb “to be” with nationalities (I am from the United States.)  
Using the question “Where are you from?”
- Countries and capitals of the target language
- Expressing likes and dislikes
- School subjects
- Sports
- Use of the verbs “to like, to want and to need” with actions (I want to read. I like to run.) (Modal auxiliaries)
- Introduction of regular verbs in the present tense, using the following infinitive groups
  - \_ar in Spanish
  - \_er in French
  - \_en in German
- Conjugation of regular verbs for those listed above
- Occupations  
Review of the verb “to be” with occupations.
- Culture: pertinent cultural material may be introduced at any time during the year

**Eighth Grade**

- General review of previous years material
- Time

Question: “What time is it?” and “At what time is...?”

- Numbers: review 1 to 1,000

Learn numbers 1,001 to 1,000,000.

- Places in the city
- Use of the verb “to go”

Use of questions “Where are you going?”, “How are you going?” (“How are you getting there?”), “With whom are you going?”

- Expressions of time – simple future with the verb “to go
- Use of prepositions

to / at

with

by / in / on

on top of / under

in front of / behind

near / far

between

- Use of the question “Where is...?”
- Verb “to be” with emotions and physical state

Using question “How are you?”



## **Appendices**

These appendices are examples of activities that may be used to fulfill the objectives set forth in this document. They are not intended to be limiting, but only to be examples of methods to achieve the goals.

### **I.) Cultural**

In all instances, if the teacher or the students have their own family members, friends or acquaintances that are from any of the target countries' cultures, it is advisable to use these people as resources. If they are willing to do so, they can provide examples of music, food, or their own-life experiences to the class.

#### **A) Family:**

Students may research, using the Internet, the topic of how families differ in the culture of the target language. These differences can then be presented and discussed in class and activities may be used to enhance the learning experience.

For example:

The concept of extended family in the target language countries and the vocabulary that coincides can be presented on a family tree, using imaginary people. The student can then draw another tree for their own family using the persons' names as well as words in the target language for these relationships.

The use of family names may differ from culture to culture. Differences in traditional manner of naming in other cultures (i.e. – use of multiple first names, middle names, or compound surnames, and/or their placement), for instance, may be explored.



For earlier grades, handouts from [www.enchantedlearning.com](http://www.enchantedlearning.com) may be used to teach vocabulary. These handouts can be colored and students can personalize the vocabulary with the names of their own family members.

**B) Holidays and family celebrations**

Research holidays and their traditions in the countries of the target language.

For example:

Christmas: research the tradition of Santa Claus in the countries of the target language

Find out the role of the Christian tradition in Christmas and its importance to the celebration.

What music and foods are inherent to the Christmas ritual?

Websites for such material:

[www.weihnachtsmandorf.com](http://www.weihnachtsmandorf.com)

*Fröhliche  
Weihnachten*

Holidays inherent to each country – research the national holidays of countries of the target language, and what the major events are to commemorate the day, as well as the purpose of the holiday. For older students, the question of what role, if any, does religion play in the holidays of the country, can be explored and discussed.

Websites useful for this topic are the individual country's embassy websites, which are easily found using any reliable search engine.



**C) Music**

Using material taken from the Internet on the topic of music in the target countries and/or their regions, present examples of traditional music, whether sung, danced or instrumental.

A specific activity to introduce the topic may be to provide the names of types of music and ask the students to explore the Internet for examples they may download.

In addition, names of typical local instruments or dances may be given by the teacher and the students search the internet for pictures pertaining to the instruments or dances.

For earlier grades, the teacher may just present the above materials.

**D) Food**

The topic of food is a wide open area for cultural enhancement. There are often many varieties and styles of food indigenous to each target culture. Discussion of traditional foods which have transcended borders and are available here in the US is a strong topic for cultural diversity and can easily be found in all types of media – internet, printed materials such as newspapers, magazines, textbooks and library books, and within many communities, either privately (family or friends) or in public restaurants.

Recipes and/or examples of such foods can be presented in class. Depending on school resources, there may be a day declared “X” country food day or “International Day” where examples of cuisine from the country/countries may either be brought in by the students, or served as part of the cafeteria choices for that day.

**E) Geographical**

Students should become familiar with the target countries, their location, capitals and some pertinent information regarding native ecosystems (i.e. rainforests, deserts, etc.)

Students can be provided with outline maps and asked to show the location and name of the capital city, and any major topographical sites (i.e. mountains, bodies of water, etc.)

In connection with life sciences, lessons may be presented on specific life forms native to the target countries. For example, in Latin America, llamas and coquí; in France, sea life specific to the Atlantic and Mediterranean waters, such as different oyster types; in Germany life forms present in the Alps and the Black Forest.

**F) Catholicity**

Students should research and learn about saints and their feast days as celebrated according to the Catholic calendar in the countries of the target language.

An additional activity to reinforce the connection with religion and the saints would be to explore the traditions on the celebration of both birthdays and name days/feast days.





## Goals and Guidelines for Elementary School 9/04/08

Websites and resources for classroom activities to teach and reinforce material whether language oriented or cultural.

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.quia.com](http://www.quia.com)

[www.kidsdomain.com](http://www.kidsdomain.com)

[www.abcteach.com](http://www.abcteach.com)

[www.studyspanish.com](http://www.studyspanish.com)

[www.conjugemos.com](http://www.conjugemos.com)

[www.french.about.com](http://www.french.about.com)

[www.spanish.about.com](http://www.spanish.about.com)

[www.german.about.com](http://www.german.about.com)

[www.germandeli.com](http://www.germandeli.com)

[www.germanfoods.org](http://www.germanfoods.org)

[www.germany-info.org](http://www.germany-info.org)

[www.utm.edu/departments/french/french.html](http://www.utm.edu/departments/french/french.html)

[www.paroles.net](http://www.paroles.net) (words to French songs)

[www.frenchinaclick.com](http://www.frenchinaclick.com)

[www.joyeuese-fete.com](http://www.joyeuese-fete.com)

[www.francefromage.com](http://www.francefromage.com)

[www.france2.fr](http://www.france2.fr)

[www.frenchteachers.org](http://www.frenchteachers.org)

<http://www.fles.org/index.html>

[www.pbs.org](http://www.pbs.org)

<http://streaming.discoveryeducation.com/>



**Resources:**

<http://www.public.iastate.edu/~egarcia/fles.html>

French for the Fles classroom <http://frenchteachers.org/bulletin/articles/promote/pdf/salutfles.htm>

German [http://www.concordiaprograms.com/german\\_materials.htm](http://www.concordiaprograms.com/german_materials.htm)

North Carolina Course of study <http://www.ncpublicschools.org/curriculum/secondlanguages/scos/2004/>

<http://www.foreignlanguage.org/curriculum/index.htm#units>

Glastonbury Foreign Language

[http://www.foreignlanguage.org/curriculum/spanish/all\\_curricular\\_units.htm](http://www.foreignlanguage.org/curriculum/spanish/all_curricular_units.htm)

<http://staff.wcasd.net/teachers/fles/>

<http://ivc.uidaho.edu/fles/curriculum.html>

**Published Books:**

Recipes for Tired Teachers Edited by Christopher Scion/Addison-Wesley Publishing Co.

Look I Can Talk! Blaine Ray/ Sky Oaks Productions, Inc.

Spanish Teacher's Book of Instant Word Games (Grades 7-12) Josephine Carreno /The Center for Applied Research in Education

Powerful Strategies for Strengthening Instruction in your Foreign Language Classroom (Grades 6-12) Louis Mangione/ BER Bureau of Education and Research

**Suggested Catalogs for Resource Materials:**

Teacher's Discovery <http://teachersdiscovery.com/>

Carlex <http://www.carlexonline.com/>

Applause <http://www.applauselearning.com/>

# Gracias

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