

Navegando 1

Correlated to

**MODERN LANGUAGE CURRICULUM STANDARDS
BEGINNING LEVEL**

Communication

Communicate in Languages other than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person, on the telephone, or in written correspondence, such as notes, letters, and e-mail.

Beginning Interpersonal The learner will	
1. understand and express basic needs, e.g., food, drink, shelter, travel assistance;	pp. 70, 73, 129, 177, 197, 213, 214, 230, 236, 239, 335, 344, 393
2. understand and express basic courtesies;	pp. 23, 27, 29, 79, 95, 96, 150, 240, 241, 257, 284, 370
3. exchange information; and	pp. 15, 79, 99, 143, 163, 197, 233, 249, 308, 327, 359, 407, 427
4. express likes, dislikes, and opinions of agreement and disagreement.	pp. 159, 161, 163, 171, 187, 221, 250, 275, 287, 326, 337, 347, 366, 383, 392

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed realia, newspaper and magazine articles, Internet items, and literary works.

Beginning Interpretive The learner will	
1. demonstrate comprehension of informational materials, e.g., directions, instructions;	pp. 67, 71, 108, 115, 156, 171, 218, 242, 341, 349, 359, 369
2. demonstrate understanding of age-appropriate culturally rooted materials, e.g., rhymes, songs, folk tales;	pp. 68, 83, 99, 124, 167, 223, 227, 288, 305, 424, 427

3. identify components of visual texts, e.g., schedules, menus, advertisements; and	pp. 15, 27, 51, 57, 71, 107, 227, 237, 305, 336, 341, 399, 414, 420
4. identify main ideas of familiar texts and dialogues, e.g., literary, cultural, informational, visual.	pp. 16, 66, 150, 170, 189, 198, 237, 341, 357, 384, 402, 405, 416

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from skits to formal oral presentations and from short compositions and creative works to formal written reports.

Beginning Presentational The learner will	
1. give directions, commands and instructions;	pp. 7, 55, 106, 214, 237, 262, 341, 349, 359
2. present information on simple topics in a variety of formats;	pp. 20, 35, 50, 63, 124, 177, 235, 239, 260, 308, 313, 341, 351
3. write a personal communication, e.g., note, letter, invitation; and	pp. 71, 77, 82, 128, 141, 176, 207, 251, 265, 281, 295, 358, 415, 420, 426
4. present familiar topics enhanced by multimedia;	pp. 7, 35, 46, 58, 123, 124, 129, 157, 223, 237, 245, 263, 266, 279, 329, 415, 427

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where, and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Beginning The learner will	
1. Identify similarities and differences among the cultural practices and perspectives of each country studied by <ul style="list-style-type: none"> demonstrating greeting and leave-taking behaviors in a variety of social situations; making and responding to introductions; using appropriate courtesy behaviors linked to expressions such as “please,” “thank you,” and “excuse me”; making polite requests in a variety of social situations; identifying cultural customs and celebrations; identifying and compare concepts of time, social gestures, etc.; and using units of measurement from target cultures, e.g., currency, the metric system, the twenty-four-hour clock; and 	pp. 5, 11, 21, 27, 28, 57, 70, 94, 129, 209, 212, 240, 241, 243, 257, 259, 301, 309, 339, 345, 354, 356, 369
2. identify elements of the target culture that are in transition, e.g., role of the mother, father, and child.	pp. 51, 137, 138, 147, 152, 255, 336, 397

Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interrelatedness of languages, literatures, artifacts, traditions, and other products that are expressions of the target culture. The identification of important historical events and figures; a familiarity with the major literary, musical, and artistic contributions of the target country; and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

Beginning The learner will	
1. identify tangible products and symbols of the culture studied, e.g., toys, dress, types of dwellings, foods, flags, monuments, landmarks;	pp. 11, 16, 43, 93, 108, 111, 113, 119, 185, 220, 221, 237, 242, 255, 270, 279, 341, 384, 402, 416, 419, 422
2. identify and participate in the expressive forms of the culture, e.g., children’s songs, selections from children’s literature, other types of artworks;	pp. 68, 83, 113, 127, 167, 247, 279, 293, 314, 413, 415, 424
3. identify and produce artworks, crafts, or graphic representations of the target culture; and	pp. 46, 47, 85, 113, 117, 127, 220, 221, 245, 279, 293, 314, 384, 397, 415

4. identify the contributions that the target language and culture have made to the world.	pp. 33, 43, 46, 85, 119, 167, 185, 229, 260, 265, 341, 351
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Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

Beginning The learner will	
1. identify and use in the target language previously acquired concepts from other subject areas, such as <ul style="list-style-type: none"> • language arts (punctuation), • math (word problems), • science (metamorphosis), • social studies (geography), • visual and performing arts (authentic songs and dances), • health (food pyramid), and • PE (authentic games); 	pp. 10, 25, 35, 43, 78, 103, 129, 152, 157, 185, 209, 219, 246, 247, 279, 294, 301, 336, 341, 349, 380, 415, 427
2. participate in activities in the target language to integrate information for use in other subject areas; and	pp. 7, 43, 57, 103, 119, 128, 157, 177, 237, 245, 321, 359, 367, 407, 414, 427
3. identify vocabulary pertaining to global issues that affect the target culture, e.g., rainforests, recycling, overpopulation, human rights.	pp. 51, 108, 177, 185, 187, 229, 336, 349, 403

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of that target culture. This access, either through traditional print or media sources or through the use of new technologies such as the Internet, provides a veritable “window to the world.” Giving students these advantages is the focus of this standard.

Beginning The learner will	
1. extract information from authentic resources for use in a variety of subject areas; and	pp. 15, 35, 43, 51, 57, 66, 68, 83, 103, 107, 218, 227, 301, 308, 313, 359

2. relate information pertaining to a variety of topics and situations, using authentic resources and multimedia.	pp. 14, 35, 85, 117, 127, 157, 167, 185, 229, 237, 245, 260, 279, 288, 301, 407, 421
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Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented.

Beginning The learner will	
1. identify word borrowings and cognates from other languages;	pp. 13, 14, 15, 34, 43, 62, 65, 183, 200, 236, 309, 318, 319, 321
2. identify differences in language characteristics, e.g., gender, agreement, syntax;	pp. 22, 52, 55, 61, 67, 72, 77, 95, 97, 104, 106, 140, 235, 249, 250, 283, 285, 315, 381, 428
3. identify and compare differences in writing systems, e.g., diacritics, punctuation, capitalization;	pp. 6, 19, 47, 73, 99, 124, 138, 191, 244, 291, 294, 295, 307, 315, 391, 398
4. identify and compare different alphabets and numbers;	pp. 2, 9, 24, 25, 55, 195, 209, 245, 301, 304, 305, 309, 341
5. identify differences in pronunciation systems; and	pp. 2, 42, 94, 99, 143, 166, 195, 262, 267, 315, 330, 373, 394, 417
6. identify and use common idiomatic expressions.	pp. 7, 19, 27, 28, 114, 189, 190, 193, 214, 231, 252, 280, 296, 326, 335, 339

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration into instruction from the earliest levels of learning.

Beginning The learner will	
1. identify different forms of social etiquette, e.g., forms of address, body language, and greetings;	pp. 4, 5, 18, 21, 29, 112, 136, 257, 330, 339, 369
2. compare cultural products and practices, e.g., sports, holidays, toys, food;	pp. 46, 93, 107, 110, 115, 136, 147, 157, 172, 174, 191, 211, 216, 229, 237, 247, 260, 265, 272, 273, 279, 303, 310, 341, 351, 354, 359
3. demonstrate familiarity with forms of artistic expression, e.g., folk tales, rhymes, songs;	pp. 46, 167, 187, 221, 222, 223, 279, 293, 384, 415, 422, 424, 426
4. compare social structures, e.g., families, schools; and	pp. 11, 63, 75, 85, 147, 152, 153, 198, 216, 242, 245, 255, 309, 336, 369, 406
5. identify similarities and differences between native and target cultures in areas of mass communication, e.g., TV advertising, radio news, weather reports.	pp. 51, 53, 55, 58, 71, 85, 223, 260, 270, 271, 278, 298, 313, 404

Communities

Participate in Multilingual Communities at Home and around the World

Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one’s life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

Beginner The learner will	
1. identify and share examples of the target language in daily life;	pp. 7, 11, 119, 139, 177, 187, 193, 249, 251, 264, 287, 297, 320, 325, 340, 347, 359, 374
2. share knowledge of target language and cultures with others;	pp. 7, 11, 86, 93, 129, 152, 167, 187, 193, 221, 229, 260, 266, 279, 288, 308, 313, 321, 351, 354, 361, 377
3. locate connections with the target cultures through the use of technology, media, and authentic sources; and	pp. 35, 51, 108, 124, 167, 193, 221, 229, 260, 293, 308, 313, 321, 377, 403
4. locate resources in the community to research the target culture.	pp. 14, 35, 51, 85, 115, 279, 341, 353, 359, 407, 421

Standard 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

By developing a certain level of comfort with the new language, students can use these skills to access entertainment and information as they continue to learn throughout their lives. The focus of this standard is enabling students to use sources available to speakers of the target language to enrich their personal lives.

Beginning The learner will	
1. apply acquired knowledge for personal enrichment, e.g., movies, plays, concerts, art exhibits;	pp. 23, 51, 93, 115, 119, 127, 157, 221, 266, 278, 279, 289, 293, 309, 312, 314, 415
2. demonstrate interpersonal skills in the target language, e.g., listening politely, working in groups, communicating effectively;	pp. 23, 27, 47, 69, 80, 150, 159, 214, 233, 249, 251, 259, 271, 297, 303, 359, 414
3. relate content within everyday vocabulary, literary works, films, and so on, to his or her personal life;	pp. 11, 15, 43, 63, 69, 119, 123, 127, 150, 162, 175, 219, 233, 239, 241, 259, 320, 347
4. identify his or her own strengths and weaknesses;	pp. 30, 81, 109, 165, 166, 185, 259, 261, 309, 385
5. demonstrate the skills of compromise and negotiation to reach a consensus; and	pp. 47, 107, 122, 129, 170, 187, 214, 303, 347, 355, 369, 385
6. demonstrate logical decision making in real-life situations.	pp. 63, 106, 110, 129, 137, 162, 171, 299, 359, 421, 427