

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
International Baccalaureate Middle Years Programme
Language Acquisition
Course Appendix

World Languages

National Standards – The Five C’s and 11 Content Standards

Communication

Communicate in Languages Other Than English

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

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

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

Cultures

Gain Knowledge and Understanding of Other Cultures

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

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

Connections

Connect with Other Disciplines and Acquire Information

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

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

Comparisons

Develop Insight into the Nature of Language and Culture

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

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

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.

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

World Language Content Standards for California Public Schools (K-12):

Content

As students become literate in the target language, they acquire relevant content through the study of various topics. This in turn expands their access to information from around the globe.

At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum, students address a wide variety of content that is age- and stage-appropriate

Stage I

- 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 1.1 Students address discrete elements of daily life, including:
 - a. Greetings and introductions
 - b. Family and friends
 - c. Pets
 - d. Home and neighborhood
 - e. Celebrations, holidays, and rites of passage
 - f. Calendar, seasons, and weather
 - g. Leisure, hobbies and activities, songs, toys and games, sports
 - h. Vacations and travel, maps, destinations, and geography
 - i. School, classroom, schedules, subjects, numbers, time, directions
 - j. Important dates in the target culture
 - k. Jobs
 - l. Food, meals, restaurants
 - m. Shopping, clothes, colors, and sizes
 - n. Parts of the body, illness
 - o. Technology

Stage II

- 2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 2.1 Students address topics related to self and the immediate environment, including:
 - a. Social relationships
 - b. People in the community
 - c. Zoo and farm animals, fables
 - d. Care of the home, interacting with people in the community
 - e. Holiday customs and transition points in life
 - f. Climate
 - g. Cultural and leisure-time activities, outdoor, recreational activities, music
 - h. Transportation, lodging, itineraries, geographic features and landmarks
 - i. Curricular and extracurricular interests and events
 - j. Significant historical figures
 - k. Professions and the working world
 - l. Cuisine and recipes
 - m. Clothing and fashion
 - n. Health, medical care
 - o. Technological advances and innovation

Stage III

- 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 3.1 Students address concrete and factual topics related to the immediate and external environment, including:
 - a. Social norms
 - b. Historical and cultural figures, stereotypes
 - c. Animals and their habitats
 - d. Community issues, current events
 - e. Origins of rites of passage, social and regional customs
 - f. Environmental concerns
 - g. Media, Internet, television, radio, film
 - h. Cultural, historical, and geographic aspects of travel
 - i. Curricular and extracurricular subjects
 - j. Significant historical events
 - k. Careers and future plans
 - l. Nutrition, fitness, and health
 - m. Geographically and culturally appropriate clothing
 - n. Cultural differences in health care
 - o. Effects of technology on the modern world

Stage IV

- 4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
- 4.1 Students address complex, concrete, factual, and abstract topics related to the immediate and external environment, including:
 - a. Societal expectations
 - b. Cultural and literary archetypes
 - c. Endangered species
 - d. World events, social and political issues
 - e. Belief systems
 - f. International environmental issues
 - g. The visual and performing arts
 - h. The nature of an interdependent world
 - i. Issues in curricular and extracurricular subjects
 - j. Authors and their times
 - k. Transnational careers and economies
 - l. Issues of world hunger and health
 - m. Design, production, and marketing of clothing
 - n. Policy issues in health care
 - o. The promise and challenge of technology

Communication

To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while

interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age- and stage-appropriate.

Stage I

1.0 Students use **formulaic language** (learned words, signs [ASL], and phrases).

1.1 Engage in oral, written, or signed (ASL) conversations.

1.2 Interpret written, spoken, or signed (ASL) language.

1.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

1.4 List, name, identify, and enumerate.

1.5 Identify learned words, signs (ASL), and phrases in authentic texts.

1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Stage II

2.0 Students use **created language** (sentences and strings of sentences).

2.1 Engage in oral, written, or signed (ASL) conversations.

2.2 Interpret written, spoken, or signed (ASL) language.

2.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

2.4 Initiate, participate in, and close a conversation; ask and answer questions.

2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.

2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.

Stage III

3.0 Students use **planned language** (paragraphs and strings of paragraphs).

3.1 Engage in oral, written, or signed (ASL) conversations.

3.2 Interpret written, spoken, or signed (ASL) language.

3.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

3.4 Describe, narrate, explain, and state an opinion.

3.5 Demonstrate understanding of the main idea and key details in authentic texts.

3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Stage IV

4.0 Students use **extended language** (coherent and cohesive multiparagraph texts).

4.1 Engage in oral, written, or signed (ASL) conversations.

4.2 Interpret written, spoken, or signed (ASL) language.

4.3 Present to an audience of listeners, readers, or ASL viewers.

Functions

4.4 Discuss, compare and contrast, and support an opinion; persuade.

4.5 Demonstrate understanding of the main ideas and most details in authentic texts.

4.6 Produce and present a complex written, oral, or signed (ASL) product in a culturally authentic way.

Cultures

To understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. Those shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts, and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate their understanding of cultural perspectives by behaving in culturally appropriate ways.

Stage I

- 1.0 Students use appropriate responses to rehearsed cultural situations.
- 1.1 Associate products, practices, and perspectives with the target culture.
- 1.2 Recognize similarities and differences in the target cultures and between students' own cultures.
- 1.3 Identify cultural borrowings.

Stage II

- 2.0 Students choose an appropriate response to a variety of situations.
- 2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
- 2.2 State similarities and differences in the target cultures and between students' own cultures.
- 2.3 State reasons for cultural borrowings.

Stage III

- 3.0 Students determine appropriate responses to situations with complications.
- 3.1 Use products, practices, and perspectives in culturally appropriate ways.
- 3.2 Describe similarities and differences in the target cultures and between students' own cultures.
- 3.3 Describe how products and practices change when cultures come in contact.

Stage IV

- 4.0 Students improvise appropriate responses to unpredictable situations.
- 4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
- 4.2 Explain similarities and differences in the target cultures and between students' own cultures.
- 4.3 Explain the changes in perspectives when cultures come in contact.

Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language-specific structures essential to accurate communication. As students acquire vocabulary in the target language, they grasp the associated concepts and comprehend the structures the language uses to convey meaning. Moreover, students discover

patterns in the language system. A language system consists of grammar rules, vocabulary, and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Stage I

- 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
- 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
- 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

Stage II

- 2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
- 2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
- 2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Stage III

- 3.0 Students use knowledge of text structure to understand topics related to the external environment.
- 3.1 Use paragraph-level discourse (text structure) to produce formal communications.
- 3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know.

Stage IV

- 4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
- 4.1 Use extended discourse (native-like text structure) to produce formal communications.
- 4.2 Identify similarities and differences in the extended discourse (native-like text structure) of the languages the students know.

Settings

For students to communicate effectively, they use elements of language appropriate to a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture.

Stage I

1.0 Students use language in highly predictable common daily settings.

1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Stage II

2.0 Students use language in interpersonal settings.

2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Stage III

3.0 Students use language in informal and some formal settings.

3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

Stage IV

4.0 Students use language in informal and formal settings.

4.1 Sustain age-appropriate cultural or language-use opportunities outside the classroom.