

Suggested Guidelines for Elementary Programs

This section provides examples of what a comprehensive world language program might look like in a K-6 elementary.

Elementary Introduction

The primary focus is on understanding and speaking.

Elementary programs focus on the development of listening and speaking skills and on cultural awareness. Grammar is learned indirectly, rather than through direct instruction.

Elementary programs follow the natural sequence of language learning:

- understanding
- speaking
- reading
- writing

Instructional techniques appropriate for young children are central to this level of language introduction; physical activity, music, and concrete experiences play an important role. Visuals, manipulatives, and music are a crucial part of the elementary classroom. Therefore, the typical elementary lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child. The goals of elementary programs are to introduce students to a world language and culture, and to motivate them to pursue further language study.

The ability of elementary schools to offer specific world language programs varies based on available resources. Cultural awareness and world languages should be integrated into students' course of study through other curricula, including literature and social studies. Elementary schools may incorporate exposure to languages through music, art, dancing, etc.

After completion of the exploratory elementary world language program, students will move into exploratory models of learning.

World Languages: Grades K-1

Grade: K-1	Overview: In this class, students will focus on music, dance, art, books, food, and games in the target language and culture.
Prerequisites: None	

Themes	Objectives Students will:	Suggested Activities
<ul style="list-style-type: none"> • Music • Dance • Arts • Literacy • Food <ul style="list-style-type: none"> ▪ Traditional dishes ▪ Holiday foods • Games • Classroom Routines 	<ul style="list-style-type: none"> • know that some people speak other languages • know that other languages have unique cultural components • know that other languages are written differently than English • recognize and sing along to authentic children's songs • participate in authentic dance from the culture • create artwork inspired by authentic culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in classroom routines and language games 	<ul style="list-style-type: none"> • Present a concert to families and community of songs and dance that children can perform • Display artwork with a description of the cultural connection • Display bulletin boards of books children have chosen and heard read to them • Students make a pictorial recipe, help prepare, and eat foods • Students play games such as <i>Simon Says</i>, <i>Head, Shoulders, Knees, and Toes</i>, or <i>Bingo</i> • Students respond to basic classroom commands in the target language

World Languages: Grades 2-3

Grade: 2-3	Overview: Students will focus on instruction for music, dance, art, books, projects, food, and games in the target language and culture. Basic themes can be introduced as time allows, without the expectation of mastery. The focus is keeping the students engaged and successful in activities.
Prerequisites: None	

Themes	Objectives Students will:	Suggested Activities
<p>Personal Information Ask / Tell</p> <ul style="list-style-type: none"> ▪ greetings, introductions, leave-taking ▪ age ▪ where they are from ▪ discuss cultural differences <p>Basics</p> <ul style="list-style-type: none"> ▪ numbers 0-30 ▪ colors ▪ alphabet, accent marks, pronunciation ▪ classroom commands and phrases ▪ question words <p>School</p> <ul style="list-style-type: none"> ▪ ask / tell time ▪ numbers 30-1000 ▪ ask / tell about classes and school ▪ ask / tell about teachers ▪ ask / tell about classroom objects ▪ use prepositions of location with objects ▪ compare target country's public school routines and systems 	<ul style="list-style-type: none"> • recognize and sing along to children's songs • participate in dance from the culture • create artwork inspired by culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in language games • sing an alphabet song and begin to sound out words • respond appropriately to greetings such as "hello," "goodbye," and "how are you?" • count up to thirty in the target language • recognize names for some classroom objects 	<ul style="list-style-type: none"> • Display bulletin board of books children have chosen and heard read to them • Use cooperative structures to practice vocabulary strands • Students write holiday cards in target language to classmates or family • Students participate in a fashion show, that a partner narrates, displaying clothing • Students create a map of their town appropriately labeled • Students play games that require knowledge of vocabulary such as letters, colors, and numbers • Students create a book or poster with personal information, family, and pictures • Students create bar graphs of various student pastime activities • Students practice activities, such as following directions, which require knowledge of vocabulary strand (point to the window, please give me the marker, color the tree purple, draw a mean dog, <i>Simon Says</i>, etc.)

<p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> ▪ date and month ▪ seasons ▪ holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> ▪ seasonal sports and activities ▪ likes/dislikes ▪ hobbies ▪ ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> ▪ relationships ▪ physical description ▪ personality description ▪ household pets <p>Home</p> <ul style="list-style-type: none"> ▪ rooms in house ▪ basic furniture ▪ basic chores <p>Communities</p> <ul style="list-style-type: none"> ▪ places in the city (bank, library, restaurant, etc.) ▪ modes of transportation <p>Food</p> <ul style="list-style-type: none"> ▪ fruits, vegetables ▪ meat and dairy ▪ drinks ▪ traditional dishes ▪ holiday foods <p>Culture</p>		<ul style="list-style-type: none"> • Students participate in many guided and modeled conversations based on vocabulary strands • Students perform short skits in class of varying length to practice vocabulary strands • Students physically act out a simple book or play that the teacher reads aloud (<i>Goldilocks and the Three Bears</i> or any culturally appropriate story) • Students orally present personal information about themselves to peers • Sing songs to families and community • Present dance to families and community • Display artwork with description of the cultural connection • Students write and illustrate recipe ingredients and help prepare and eat foods
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<ul style="list-style-type: none">▪ music▪ dance▪ art▪ holidays▪ famous people▪ national pastimes and interests		
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Beginning World Language Literacy: Grades 4-6

Grade: 4-6	Overview: Students review and learn basic vocabulary that was likely introduced in the younger grades. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills to be introduced, as appropriate for the language, include pronunciation, oral presentation, spelling, and writing. Beginning grammar and geography skills are introduced (examples in Spanish would be the concept of subject pronouns, verb conjugation, and noun/adjective agreement).
Prerequisites: None	

• Themes	Objectives Students will:	Suggested Activities
<p>Personal Information Ask / tell</p> <ul style="list-style-type: none"> • greetings, introductions, leave-taking • age • where they are from • discuss cultural differences <p>Basics</p> <ul style="list-style-type: none"> • numbers 0-30 • colors • alphabet, accent marks, pronunciation • classroom commands and phrases • question words <p>School</p> <ul style="list-style-type: none"> • ask / tell time • numbers 30-1,000 • ask / tell about classes and school • ask / tell about teachers • ask / tell about classroom objects • use prepositions of location with objects • compare target country's public school routines and systems 	<p>Culture:</p> <ul style="list-style-type: none"> • continue learning as they did in younger grades with songs, dance, art, food, and games • know how to show respect and interact in everyday situations according to target culture • know how to respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> • be familiar with basic physical and political geography of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> • understand many phonetic skills necessary to decode writing • begin to sound out and write words, not based on rote memorization • begin to decode a dictation • use comprehension skills, such as cognates, to assist in understanding • begin to understand writing conventions 	<ul style="list-style-type: none"> • Continue presenting concerts or displays of songs, dance, art, and food days with families and younger students • Engage in structured conversational practice on a regular basis with the vocabulary strand that is currently being taught • Re-create, decorate, and label maps of the language area • Start a writing notebook with grammar notes, dictations, verb practice, and writing exercises • Present a personal information show and tell with structured phrases and visual aids (age, grade, home town, interests, family members) • Write and share their daily schedule practicing time vocabulary with illustrations • Describe which seasons they prefer and the kinds of activities that they do in each season or weather. • Play student-created games to practice numbers up to 100

<p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> • date and month • seasons • holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> • seasonal sports and activities • likes/dislikes • hobbies • ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> • relationships • physical description • personality description • household pets <p>Home</p> <ul style="list-style-type: none"> • rooms in house • basic furniture • basic chores <p>Communities</p> <ul style="list-style-type: none"> • places in the city (bank, library, restaurant, etc.) • modes of transportation <p>Food</p> <ul style="list-style-type: none"> • fruits, vegetables • meat and dairy • drinks • traditional dishes • holiday foods 	<ul style="list-style-type: none"> • become familiar with varying accents of native speakers • begin to understand the concept of verb conjugation in the present tense • begin to understand the concept of subject and adjective use • participate appropriately in a class taught entirely in the target language • sound out and pronounce well enough to be understood by teacher <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands with few enough errors to be comprehensible • use knowledge of vocabulary for receptive understanding • use vocabulary to play games and complete projects 	<ul style="list-style-type: none"> • Celebrate common holidays from the culture • Using props and structured language perform a marketplace skit to buy and sell food items • Create and share a diorama of an invented town with important landmarks • Use pre-written scripts or common stories to perform short skits to practice target vocabulary, reading, and pronunciation • Write and perform short skit which incorporates basic information exchange with a new student <ul style="list-style-type: none"> • Create a country or region project with PowerPoint, including accurate pictures and very basic vocabulary to share with classmates • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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<p>Geography</p> <ul style="list-style-type: none"> • location of target countries • capitals • major geographic features of target countries • physical divisions of countries (regions, states, etc.) • monetary units <p>Culture</p> <ul style="list-style-type: none"> • music • dance • art • holidays, celebrations • famous people • national pastimes and interests 		
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Intermediate World Language Literacy: Grades 4-6

Grade: 4-6	Overview: Students practice basic vocabulary via projects, which allow for differing levels of mastery. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Many themes may be introduced by the end of this class, but students are not expected to master all themes. Students will still be beginning-intermediate speakers at the end of this class.
Prerequisites: One or more years of <i>Beginning World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Review and reinforcement of <i>Beginning World Language Literacy</i> themes and also an introduction of the following:</p> <p>Health</p> <ul style="list-style-type: none"> body parts daily routines for self-care symptoms of common illnesses <p>Travel</p> <ul style="list-style-type: none"> making reservations transportation exchange currency <p>Food</p> <ul style="list-style-type: none"> restaurant – order/comment on food market Cultural aspect: <ul style="list-style-type: none"> recipes/traditional foods from the target country legends pertaining to food (Spanish) bargaining 	<p>Culture:</p> <ul style="list-style-type: none"> continue learning as they did in younger grades with songs, dance, art, food, and games show respect and interact in everyday situations according to target culture respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> be familiar with physical and political geography of areas where language is spoken be familiar with basic history of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> read and orally present short poems and book passages speak clearly enough for a sympathetic listener to understand them decode well enough to write the main points of a dictation 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured conversational practice on a regular basis with increasing levels of student input and time allowed for speaking Re-create, decorate, and label maps of the language area to include major landforms Continue a writing notebook with grammar notes, dictations, and writing exercises Use pre-written and student-made scripts to perform short skits to practice target vocabulary Re-do projects from earlier grades incorporating less structure, allowing for more student interest, and age maturity. For example, rather than have students perform actions to a teacher-read skit of <i>Goldilocks</i>, have students read, adapt, and memorize another well-known story or play Create and present a diorama of their ‘dream house’ after viewing real estate listings from the target language country

<p>Family</p> <ul style="list-style-type: none"> • extended family <p>Animals</p> <ul style="list-style-type: none"> • basic animals • description • general habitat (farm, jungle, desert, etc.) • Cultural aspect: <ul style="list-style-type: none"> ○ symbolism of certain animals in the target country <p>House</p> <ul style="list-style-type: none"> • rooms • furniture • building materials • chores • Cultural aspect: <ul style="list-style-type: none"> ○ family responsibilities at home ○ architecture of target countries <p>Media and Technology</p> <ul style="list-style-type: none"> • newspapers • Internet • TV and films • Books • Culture <ul style="list-style-type: none"> ○ art ○ dance ○ music ○ poetry ○ holidays 	<ul style="list-style-type: none"> • listen and read well enough to understand main points from a sympathetic speaker or illustrated text • begin to use writing conventions without direct teacher assistance • begin to recognize differences in varying accents of native speakers • use verb conjugation in the present tense in writing • begin to understand and recognize other verb tenses as needed such as preterite, imperfect, and past participle • use subject and adjective agreement in writing • begin to correct self while speaking in order to practice grammatical topics that have been learned <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands • begin to use knowledge of vocabulary strands for structured and unstructured speaking and writing projects • use vocabulary to play games and complete projects • use receptive language to begin to understand other academic content as it relates to target culture, such as math, history, geography, and literature 	<ul style="list-style-type: none"> • Students research and present a geographically accurate weather report from the target country or region • Present show-and-tell of favorite activities or pastimes to peers • Label and present a silly monster body using magazine collage and descriptive adjectives • Country report as in beginning level, but with a different region or country and expanded descriptions • Wax museum of a famous person, presented to school or families in target language, with visual aids and/or interpreters to help those that don't speak language • Write essay of what happened over the holidays to practice past tenses • Write and decorate holiday letters or cards for family, other students, or school staff • Write to pen pals from an international pen pal program or a local high school language class • Interview classmates and present in a class newsletter for hobbies, interests, or vacation happenings • Act out a doctor visit, and medication recommendation • Research project from target culture such as animals, art, or history • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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<ul style="list-style-type: none">○ nationalities of target countries○ famous speakers from target countries <p>Professions</p> <ul style="list-style-type: none">• basic professions in masculine and feminine forms		
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Advanced World Language Literacy: Grades 4-6

Grade: 4-6	Overview: Students will apply vocabulary to accomplish projects which focus on areas of academic interest. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Projects allow for differing levels of mastery. Class themes focus on reinforcement of lower level vocabulary as needed: geography, travel, music, history, art, culture, food, literature, current events, other academic areas, and special topics as approved by the teacher.
Prerequisites: One or more years of <i>Intermediate World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Reinforcement of vocabulary themes from previous years with ample opportunity for practice and improvement. Additional themes to explore are as follows:</p> <p>Enhancement of Personal Information</p> <ul style="list-style-type: none"> family, childhood (may introduce the imperfect) friendship school hobbies opinions <p>Lifestyles</p> <ul style="list-style-type: none"> life in target countries compare traditional and contemporary lifestyles taking care of oneself (daily routine and health) <p>Literature</p> <ul style="list-style-type: none"> legends, short stories, fairy tales, or articles 	<ul style="list-style-type: none"> extensively label maps from the target language areas use real websites in the target language to obtain information recognize, identify, and perform various music and dance styles describe basic historical events and some implications for modern life in target areas know some famous artists and recognize their key work interact appropriately with native speakers or in mock-everyday situations identify foods and order food from a menu read and summarize main points from a variety of genres with and without peer or teacher support describe some current events and their significance complete projects with teacher support on areas of academic interest or for dual credit with cooperating co-teacher 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured and unstructured conversational practice on a regular basis, with high levels of student input Re-create, decorate, and label maps of the language area to include major landforms and other points of interest, such as habitat, populations, animals, dates, points of interest, transportation, etc. Continue a writing notebook with grammar notes, dictations, and writing exercises based on skills in the high school curriculum Use student-made scripts to perform skits to practice target vocabulary Perform for school and family a literary play in target language If available, eat in a local restaurant that can allow students to order in target language

<p>Music and Art</p> <ul style="list-style-type: none"> contemporary and traditional music and art from target countries express basic opinions of music and art <p>Cultural Heritage</p> <ul style="list-style-type: none"> social issues of the target countries (e.g., immigration, poverty, gender, politics, religion, etc.) stereotypes architecture and building materials in target countries <p>Storytelling</p>	<ul style="list-style-type: none"> perform grammar functions from the high school curriculum with increasing complexity 	<ul style="list-style-type: none"> Invite native speakers to class to share food in a culturally appropriate way Write, edit, and revise projects such as a structured booklet, poster, or presentation using the vocabulary strands (diorama, current events reports, debate, weather report, student pastimes, country report, famous person report, what happened over the holidays, holiday letters or cards, pen pals, class interviews, or research project on item from country such as animal, art, or history) Use target language to complete projects in other academic areas such as artist study, writing a children's book, poetry recital, science experiment, landform diorama, chemistry experiment, and math applications Visit high schools to connect students with teachers and with older students studying the same target language Engage in a service project Teach lower level students a lesson based on the target language vocabulary strands Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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Example of an Elementary World Language Program

The following is an example of a World Language program at the elementary level:

Primary Gwich'in

Grade: K-3	Overview: This course will teach oral proficiency and literacy readiness (introduction to sounds and symbols). Instructional strategies will include Gwich'in for oral proficiency. Scaffolding will be employed to help develop students' comprehension. Hands-on material development with students will emphasize speaking around activities. Reading, stories, and activities will emphasize sounds, classroom commands, and utility.
Length: 2 semesters	
Prerequisites: None	

Themes	Mastery Core Objectives Grammar / Usage / Structure	Suggested Activities
	Students will:	
Introductions	<ul style="list-style-type: none"> introduce self and family, all the way to grandparents ask "Where are you from?" in Gwich'in, and answer the question themselves 	<ul style="list-style-type: none"> nouns will not be taught alone, but as part of sentences questions will be linked to conjugated verbs
Family/Kinship	<ul style="list-style-type: none"> introduce family and friends describe someone using familial terms (e.g., older and younger siblings, aunts and uncles (maternal and paternal)) 	<ul style="list-style-type: none"> once students master the appropriate meanings for verbs and nouns, introduce classificatory verbs use 100 common verb stems by the end of the year
Greetings	<ul style="list-style-type: none"> answer common greetings offer common greetings to others convey emotions and expressions 	
Weather/Seasons	<ul style="list-style-type: none"> use basic weather terms use basic terms for seasons (e.g., summer or fall) in sentences 	
Food	Discuss:	<ul style="list-style-type: none"> preparing cultural foods

	<ul style="list-style-type: none"> eating, drinking, cooking, and cleaning traditional diet and nutrition age restrictions on food 	<ul style="list-style-type: none"> preserve, prepare, and process meat and fish
Adjectives/Numbers	Describe: <ul style="list-style-type: none"> shapes size length measurement colors numbers up to ten 	
Postpositions (prepositions in English)	<ul style="list-style-type: none"> use the following words in a sentence: in, under, from, toward, beside, with, on, front of, up, down, back, and behind 	
Body parts (human)	<ul style="list-style-type: none"> list visible body parts (e.g., legs, fingers, and ears) 	
Animals	<ul style="list-style-type: none"> list animals in Alaska. discuss the animals' habitats describe what the animals eat and what preys on them describe where the animals live describe how the animals act make animal sounds/calling recognize and describe the animals' tracks and scat 	
Plants	<ul style="list-style-type: none"> list medicinal plants, berries, trees, and brush talk about the what time of the year they collect these items describe the typical places they find these items talk about what they like to eat 	
Clothing	<ul style="list-style-type: none"> discuss basic clothing items (e.g., shirt and pants) discuss what types of clothes are seasonal 	
Place names/ Geography	<ul style="list-style-type: none"> lists and discuss villages in Alaska and Canada use basic terms to describe Alaska and Canada (e.g., river, mountain, trail, lake, and hill) 	
Command words	<ul style="list-style-type: none"> use command words, such as come, go, or stop use classroom commands, such as raise hand or clean up. 	

	<ul style="list-style-type: none"> • use basic exercise terms (e.g., running or jumping) 	
Stories/Dialogue	<p>Discuss:</p> <ul style="list-style-type: none"> • the Gwich'in creation story • Vadzaagiitsak • Zhee choo zhi' haa • deetrya' • Naa'in • Ch'iteehaakwaii 	

Games	Discuss: <ul style="list-style-type: none"> • Jii juu vishrii dhah • Jiivee Deegoo'ya' • diikwaiichan • Nagoodhan'in 	
Attitudes	Discuss: <ul style="list-style-type: none"> • the history of the language • the psychology of speaking • community healing by language learners • residential school history • decolonization 	