

# Grades K, 1, 2, 3, 4, 5, 6

Adopted 2007

## Foreign Languages Exploratory

- 1. Students will communicate using both spoken and written forms of the target language to demonstrate a wide range of skills including:**
  - Interpersonal-interacting with others to provide and obtain information;**
  - Interpretive-understanding and interpreting what one reads, hears or views (not translation);**
  - Presentational-delivering information in spoken and written forms, tailoring it to the intended audience.****Languages that use a Non-Roman alphabet, such as Chinese, Japanese and Russian, may require more time to develop reading and writing skills. FL.S.FLEX.1**
- 01.** Greet and make introductions, farewells and exchange courtesies. **FL.O.FLEX.1.01**
- 02.** Exchange basic information about familiar topics (e.g., personal needs, feelings, like and dislikes, biographical information). **FL.O.FLEX.1.02**
- 03.** Identify objects in the immediate environment. **FL.O.FLEX.1.03**
- 04.** Follow simple directions, instructions and commands to participate in classroom and cultural activities. **FL.O.FLEX.1.04**
- 05.** Recognize words and phrases in authentic oral and written samples. **FL.O.FLEX.1.05**
- 06.** Comprehend the topic of short, familiar conversations and passages. **FL.O.FLEX.1.06**
- 07.** Imitate intonation and pronunciation. **FL.O.FLEX.1.07**
- 08.** Perform excerpts from the target language (e.g., songs, proverbs, idioms, tongue-twisters). **FL.O.FLEX.1.08**
- 09.** Write and/or illustrate familiar words and phrases. **FL.O.FLEX.1.09**

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**2. Students will demonstrate knowledge, understanding and appreciation of other cultures and of the relationship among the following:**

- Perspectives-ideas, meanings, attitudes, values and beliefs;
- Practices-patterns of social interactions; and
- Contributions-literature, art, music, foods, exports, and leisure activities.

 FL.O.FLEX.2

01. Identify common objects and symbols generally associated with the target culture(s). FL.O.FLEX.2.01
02. Identify daily routines of the target culture. FL.O.FLEX.2.02
03. Note commonly-held attitudes and beliefs of the target culture(s). FL.O.FLEX.2.03
04. Explore widely known contributions from the target culture(s). FL.O.FLEX.2.04
05. Recognize language and behaviors appropriate to the target culture(s). FL.O.FLEX.2.05

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**3. Students will:**

- acquire information and make connections to other disciplines
- recognize the distinctive viewpoints that are available only through a language and its culture(s).

 FL.S.FLEX.3

01. Identify or recognize words commonly used in English from the target language. FL.O.FLEX.3.01
02. Identify concepts and skills learned in the target language classroom which connect to other disciplines. FL.O.FLEX.3.02

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**4. Students will:**

- develop insights into the complex nature and interaction of language by comparing native and target languages.
- develop insights into the complex nature and interaction of culture by comparing native and target languages.

 FL.S.FLEX.4

01. Recognize similarities and differences in the sound-symbol associations (e.g., sounds of alphabet letters, pronunciation rules) of English and the target language. FL.O.FLEX.4.01
02. Identify cognates in the target language. FL.O.FLEX.4.02
03. Identify commonly known similarities and differences in perspectives and practices of the target culture (e.g., meal times, foods, school day). FL.O.FLEX.4.03

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**5. Students will:**

- participate in multilingual settings at home and in the global community**
- become life-long learners by using the target language within and beyond the school setting; and for enjoyment, enrichment and growth.**

**FL.S.FLEX.5**

**01.** Participating when possible, in appropriate activities related to the target culture. **FL.O.FLEX.5.01**

**02.** Look for opportunities to use the target language beyond the school setting. **FL.O.FLEX.5.02**

**03.** Explore careers in which knowledge of another language and its culture are needed. **FL.O.FLEX.5.03**