

MONROE COUNTY COMMUNITY SCHOOL CORPORATION  
CURRICULUM GUIDE

**FOREIGN LANGUAGE  
LEVEL ONE**

**PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE LEARNING AND DIFFERENT CULTURES**

**PROFICIENCY 2: COMMUNICATE THROUGH LISTENING AND SPEAKING IN VARIOUS CULTURAL CONTEXTS WITHIN A FOREIGN CULTURE AND THE STUDENT'S OWN CULTURE**

2.1 Listen and respond to directions and commands

- listen to general classroom commands and respond appropriately

2.2 Participate in brief guided conversations related to needs and interests

- meet, greet, and take leave of various people
- ask how others are doing and respond about self
- speak about likes and dislikes and state simple reasons for likes and dislikes
- discuss needs and wants for school
- discuss class schedules
- order food and drink
- discuss planned activities
- describe self and others
- discuss leisure time and activities
- purchase clothing

2.3 Understand and use appropriate forms of address in courtesy expressions

- meet, greet, and take leave of various people
- ask how others are doing and respond about self
- make purchases

2.4 Make routine classroom requests

- make general classroom commands and respond appropriately

- 2.5 Make requests in public places
- purchase items in various locations such as a café, a restaurant, a post office, a store, or a grocery
- 2.6 Tell about daily routine and events
- speak and state simple reasons for likes and dislikes
  - discuss class schedule
  - discuss planned activities
  - discuss leisure time and activities
- 2.7 Give directions, instructions, and commands
- give general commands to others
  - order food and drink
  - purchase clothing
- 2.8 Describe state of being and feeling
- ask how others are doing and respond about self
  - respond appropriately when asked how one is feeling
- 2.9 Ask and answer simple questions
- ask and respond to simple yes/no questions
  - ask and respond to various informational questions
- 2.10 Ask simple questions of others regarding their activities

**PROFICIENCY 3: APPLY EFFECTIVE STRATEGIES IN ORDER TO COMPREHEND DEVELOPMENTALLY APPROPRIATE READING MATERIALS**

(This proficiency is not appropriate for the Japanese language.  
Appropriate reading proficiencies are addressed in the Japanese guide.)

- 3.1 Read isolated words and phrases in a situational context (menus, signs, schedules, etc.)
- identify cognates and near cognates
  - compare pictures and words
  - guess the meanings of words from context

- 3.2 Comprehend brief written directions and information
- 3.3 Read language that students are able to use orally
- read aloud selected passages that have been heard
  - read dialogues, role play
  - read aloud answers to exercises, questions, and homework
- 3.4 Read aloud a familiar passage with appropriate intonation and pronunciation
- learn and use correct vowel sounds, mimic recordings and/or the teacher
  - learn and use correct consonant sounds noting sounds which differ from English
  - learn how diacritical marks change the sound or meanings of words
- 3.5 Understand main ideas and some facts from simple texts over familiar topics
- read simple texts
  - learn to guess words from context

**PROFICIENCY 4: APPLY DEVELOPMENTALLY APPROPRIATE WRITING STRATEGIES FOR DIFFERENT PURPOSES AND AUDIENCES**

(This proficiency is not appropriate for the Japanese language.  
Appropriate proficiencies are addressed in the Japanese guide.)

- 4.1 Write familiar words or phrases (colors, dates, simple autobiographical information, etc.)
- make a list of things liked and disliked
  - make a list of needs and wants for school
  - make a list of items in personal rooms
  - make a list of classes
  - make a list of adjectives that describe personal physical appearance and/or personality
  - make a list of family members
  - design a menu or make a grocery list
  - make a calendar
  - write the date
  - make a list of clothing needed for a trip or a special occasion
  - make a list of colors
- 4.2 Respond to personal questions and express personal views
- respond to the following questions  
-How are you?

-Where are you from?

- What do you need?
- What do you want?
- What do you need to do?
- What do you want to do?
- What are you like?
- What are you doing?
- Where are you going?
- What are you planning on doing or what are you going to do?
- What did you do?
- How are you feeling?
- What do you want to eat?
- How old are you?
- What time is it?

4.3 Write simple guided texts on familiar topics (personal preferences, everyday events, etc.)

- write about and state simple reasons for likes and dislikes
- write a short note stating needs and wants for school
- write a short paragraph describing one's room
- write a short paragraph stating what one wants and needs to do
- write a short paragraph about one's class schedule
- write a short paragraph describing self and others
- write a short paragraph discussing activities pursued and places frequented during leisure time
- write a short paragraph telling where places, people, and things are located
- write a paragraph describing one's family
- write a letter asking for advice and write another letter providing advice to a problem
- write a letter extending a simple invitation
- write a paragraph describing plans and preparations
- design a menu
- make a grocery list
- make a calendar
- write a paragraph describing a series of actions that took place in the past including what occurred, where, and when
- write a paragraph describing one's mood and physical condition
- write a paragraph describing what one is wearing

**PROFICIENCY 5: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGES, LITERATURES, AND CULTURES THROUGH A KNOWLEDGE OF THE ARTIFACTS, EXPRESSIONS, AND TRADITIONS OF THE FOREIGN CULTURE**

5.1 Demonstrate an awareness of non-verbal communication through dance, art, music, gestures, sign language, etc.

- demonstrate several non-verbal gestures used differently in the target culture
- become familiar with music from target cultures

- 5.2 Demonstrate awareness of cultural similarities and differences
- describe the similarities and differences between greeting and leave-taking customs in the United States and countries where the target language is spoken
  - describe the similarities and differences between schools in the United States and countries where the target language is spoken
  - identify popular sports and pastimes of the target culture
  - contrast the personal relationships between friends and family with those in the United States and those in the countries where the target language is spoken
  - describe the similarities and differences using transportation between those in the United States and those in the countries where the target language is spoken
  - contrast foods and meal times of the countries where the target language is spoken and the United States
  - compare and contrast various similarities and differences when shopping for food and other items
- 5.3 Demonstrate an awareness of the effects of holidays and geography on the language and culture
- identify on map(s) where the target language is spoken
  - identify important holidays, how they are celebrated, and why they are celebrated in the target culture
- 5.4 Understand authentic messages found in highly contextualized materials (signs, posters, etc.)
- demonstrate an understanding of public messages and announcements which are frequently encountered in the target language
- 5.5 Recognize the contributions of the language and culture studied to American society and the world
- describe the impact of the target cultural influences on life in the U.S.

**PROFICIENCY 6: DEMONSTRATE BEHAVIORS APPROPRIATE IN THE CULTURE(S)  
OF THE LANGUAGE BEING STUDIED**

- 6.1 Demonstrate greeting and leave taking behaviors in a variety of social situations
- greet and take leave of peers appropriately with verbal and non-verbal behavior
  - greet and take leave of teacher and other adults as appropriate

6.2 Make and respond to introductions

- introduce peers to each other with appropriate verbal and non-verbal cues
- respond to an introduction to a peer
- introduce the teacher or another adult with appropriate verbal and non-verbal cues
- respond to an introduction of a teacher or other adult

6.3 Use appropriate courtesy behaviors linked to expressions such as thank you, excuse me, etc.

- thank others for materials loaned or actions completed on student's behalf
- excuse self when a blunder has been committed
- respond appropriately when complimented
- use appropriate language and behavior when making purchases

6.4 Make polite requests in a variety of social situations

- use appropriate requests in the classroom setting
- ask appropriate questions when making purchases
- make appropriate requests in situations encountered while traveling in the target culture

6.5 Demonstrate appropriate etiquette when eating

- accept or reject the offer of food appropriately
- demonstrate appropriate table etiquette such as holding a utensil
- sample a culturally typical food with appropriate etiquette to the culture