

*Curriculum Guide*  
*For*  
*Foreign*  
*Language*

**St. John's Lutheran  
Church and School**



**Connecting People with Jesus**

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## **Purpose of Foreign Language in St. John's Lutheran School Curriculum**

**At St. John's Lutheran School we value the study of foreign language as an important tool in implementing our vision and philosophy statements. Students learn languages for a variety of reasons, but whatever the reason, communication is at the heart of language study. We believe that communication in a second language, whether face-to-face, across great distances through writing or telecommunication, or across time through literature, connects students to other people, other cultures, and other bodies of knowledge. These connections help students to develop insight into the nature of language and culture and open their eyes to other ways of seeing the world. Knowing multiple languages enables students to participate socially and professionally in multilingual communities at home and abroad.**

**At St. John's we also see the study of foreign languages as a tool that can be put to use in the spreading of God's Word. In the Great Commission Jesus commands us to bring the Gospel message to people around the world. By learning a language other than our own, this gives us the ability to witness to a greater number of peoples that we come in contact with who we might not have been able to communicate with otherwise.**

### **Adopted Foreign Language Curriculum Materials**

**- Resources and curriculum materials for teaching Spanish and any other foreign language are pulled from multiple resources depending on the grade level. We also hope to be using the foreign language component of our EDUSS program to assist with instruction as well.**

## Overview of Foreign Language Curriculum

**At St. John's Lutheran School we offer Spanish language classes to students in grades K-8. Here is an overview of what is taught at these grade levels.**

### Kindergarten -

Students in Kindergarten are introduced to vocabulary for the following topics: **greetings and farewells, numbers 1-10, introducing yourself and others, clothing, colors, transportation, parts of the body, zoo animals, and family members.**

### Grades 1 & 2 –

Students in these grades continue learning Spanish through listening and speaking. Some word recognition is practiced by seeing the words written on worksheets or on the board. In addition to reviewing the above vocabulary from Kindergarten the following topics may be added: **house, classroom, food, weather, calendar, shapes, around the town, and sports.**

### Grades 3 & 4 –

Students in these grades begin learning to write and read Spanish in addition to speak and listen. Students learn the same basic unit as the beginning grades but go a step further by learning a dialog, translation, and writing the vocabulary words and sentences when necessary. Some other vocabulary these students have learned are: **table settings, supermarket, time, descriptions, doctor, and holidays.**

### Grades 5 & 6 –

Students in these grades learn in much the same way as 3<sup>rd</sup> and 4<sup>th</sup> grade students, but are challenged to begin using the language on their own. Some the ways this is accomplished is

introducing Spanish dictionaries, translating their own dialogs, and working in groups to write and read the language on their own. In addition this grade level is introduced to verb conjugation.

**Grades 7 & 8** – Students in these grades are challenged further to use the language on their own. They step further into the writing of the language, as well as communication with others in school and outside of it. Continued work in verb conjugation is included. Students also begin to learn some non-verbal communication skills in this language (example: physical gestures used in this language to communicate)

**\* Beginning in 1<sup>st</sup> grade students are introduced to the cultural aspects of Spanish speaking countries. This is accomplished by the use of videos as well as learning about holidays and customs through books and stories. Some of the holidays discussed are: Mexican Independence Day, Dia de los Muertos, Cinco de Mayo, and Navidad.**

## **St. Johns Foreign Language** **Curriculum Standards**

(Adapted from the Colorado Model Content Standards)

- 1. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.**
  
- 2. Students acquire and use knowledge of other cultures while developing foreign language skills, and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

# Foreign Language Curriculum Framework (Grades K – 4)

**Standard 1: Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing**

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<p><b>1.1 (Listening) Students listen to and derive meaning from a variety of foreign language sources</b></p>				
<p><b><i>Beginning Level Acquisition (Grades K-4)</i></b>  <b>At the beginning level, what students know and are able to do includes</b></p> <ul style="list-style-type: none"> <li>• Comprehending common memorized words, expressions, and cognates when hearing the foreign language spoken from a variety of sources</li> <li>• Demonstrating comprehension of everyday conversations including familiar situations and simple instruction</li> <li>• Obtain meaning from diverse listening sources</li> <li>• Engage in a variety of listening situations.</li> </ul>				
<p><b>1.2 (Speaking) Students Speak in the foreign language for a variety of purposes and for diverse audiences</b></p>				
<p><b><i>Beginning Level Acquisition (Grades K-4)</i></b>  <b>At the beginning level, what students know and are able to do includes</b></p> <ul style="list-style-type: none"> <li>• Using learned pronunciation and intonation patterns</li> <li>• Speaking in predictable, familiar situations using learned vocabulary and phrases</li> <li>• Expressing personal opinions and desires with learned phrases</li> <li>• Describing everyday topics using appropriate vocabulary and grammatical structures</li> <li>• Asking and answering simple questions</li> </ul>				

**1.3 (Reading) Students read and derive meaning from a variety of materials written in a foreign language**

***Beginning Level Acquisition (Grades K-4)***

**At the beginning level, what students know and are able to do includes**

- Recognizing cognates and common expressions
- Inferring meaning of unfamiliar words from context
- Showing comprehension of reading materials
- Identifying cultural elements found in reading materials

**1.4 (Writing) Students write in a foreign language for a variety of purposes and for diverse audiences**

***Beginning Level Acquisition (Grades K-4)***

**At the beginning level, what students know and are able to do includes**

- Writing about everyday topics and expressing personal opinions and desires using learned vocabulary phrases and grammatical structures
- Obtaining and reporting information for a variety of audiences
- Proofreading and rewriting their own work
- Using appropriate grammar, spelling, capitalization, and punctuation
- Using legible handwriting and/or word processing

**Standard 2: Students acquire and use knowledge of other cultures while developing foreign language skills, and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

<b><i>Kindergarten</i></b>	<b><i>First Grade</i></b>	<b><i>Second Grade</i></b>	<b><i>Third Grade</i></b>	<b><i>Fourth Grade</i></b>
<b><i>Beginning Level Acquisition (Grades K-4)</i></b> <b>At the beginning level, what students know and are able to do includes</b> <ul style="list-style-type: none"><li>• Observing and identifying everyday cultural practices</li><li>• Using culturally appropriate gestures and oral expressions for common or familiar classroom interactions</li><li>• Listening to or reading materials in the language from the cultures being studied</li></ul>				

- Identifies and observes tangible products of the culture (e.g., types of dress, food, toys, dwellings, art, literature, music)
- Discovers and experiences level appropriate concepts (e.g., rhymes, riddles, idioms, songs, music) using authentic materials
- Identifying cultural holidays, as well as understanding the beliefs and practices of these holidays
- Practicing using the language both within and beyond the school

## Foreign Language Curriculum Framework (Grades 5-8)

**Standard 1: Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing**

<i><b>Fifth Grade</b></i>	<i><b>Sixth Grade</b></i>	<i><b>Seventh Grade</b></i>	<i><b>Eighth Grade</b></i>
<b>1.1 (Listening) Students listen to and derive meaning from a variety of foreign language sources</b>			
<p><b><i>Intermediate Level Acquisition (Grades 5-8)</i></b>  <b>At the intermediate level, what students know and are able to do includes</b></p> <ul style="list-style-type: none"> <li>• Identifying the main idea from simple instructions or conversations, basic survival situations, and familiar topics, such as school, leisure time activities, and family life</li> <li>• Obtaining meaning from simple conversations at a normal rate of speech</li> <li>• Identifying the main idea and/or specific information from a listening situation, live or recorded, such as stories, dialogue, films, songs, poems, plays, and conversations.</li> <li>• Engage in a variety of listening situations</li> </ul>			

## **1.2 (Speaking) Students Speak in the foreign language for a variety of purposes and for diverse audiences**

### ***Intermediate Level Acquisition (Grades 5-8)***

**At the intermediate level, what students know and are able to do includes**

- Applying pronunciation and intonation patterns
- Describing and narrating with learned vocabulary
- Expressing and justifying simple opinions
- Maintaining brief conversations on familiar topics
- Asking and answering complex questions

## **1.3 (Reading) Students read and derive meaning from a variety of materials written in a foreign language**

### ***Intermediate Level Acquisition (Grades 5-8)***

**At the intermediate level, what students know and are able to do includes**

- Comprehending main ideas of reading selections based on familiar vocabulary
- Responding to the reading selection
- Analyzing cultural elements found in the reading materials

## **1.4 (Writing) Students write in a foreign language for a variety of purposes and for diverse audiences**

### ***Intermediate Level Acquisition (Grades 5-8)***

**At the intermediate level, what students know and are able to do includes**

- Writing descriptions and narrations, and expressing and justifying opinions
- Obtaining and reporting factual information
- Developing and organizing ideas, planning, drafting, revising, proofreading, and editing their own work and that of other students
- Using expanded vocabulary and complex grammatical structures

**Standard 2: Students acquire and use knowledge of other cultures while developing foreign language skills, and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

<b><i>Fifth Grade</i></b>	<b><i>Sixth Grade</i></b>	<b><i>Seventh Grade</i></b>	<b><i>Eighth Grade</i></b>
<p><b><i>Intermediate Level Acquisition (Grades 5-8)</i></b>  <b>At the intermediate level, what students know and are able to do includes</b></p> <ul style="list-style-type: none"> <li>• Discussing components of the social patterns of the cultures being studied</li> <li>• Using culturally appropriate language and gestures to interact with peers and adults</li> <li>• Expressing themselves in writing in a culturally appropriate manner</li> <li>• Participating in age appropriate cultural activities (e.g., sports, entertainment, celebrations/holidays)</li> <li>• Experiencing expressive products of the culture (e.g., poems, stories, art, literature, plays, dance)</li> <li>• Comparing and contrasting cultural elements (e.g., topics of personal interest, art, dance, holidays, traditions, political systems) to gain appreciate of the perspectives of the target culture.</li> <li>• Comparing and contrasting tangible products as well as simple intangible products of the target culture to those of their own.</li> <li>• Independently seeking out age and level appropriate cultural activities based on personal interests</li> </ul>			