

K-8

Foreign Language Acquisition
Curriculum Framework

Revised 2007

K-8 Foreign Language Acquisition Curriculum Framework

Strand	Content Standard
Communication	
1. Interpretive Mode	Students shall process oral, written, and/or visual messages in the language(s) experienced.
2. Interpersonal Mode	Students shall interact with others verbally and/or in writing in the language(s) experienced.
3. Presentational Mode	Students shall present to an audience of listeners and/or readers in the language(s) experienced.
Cultures	
4. <i>Practices</i>	Students shall demonstrate an understanding of diverse cultural <i>practices</i> and <i>perspectives</i> .
5. <i>Products</i>	Students shall demonstrate an understanding of diverse cultural <i>products</i> and <i>perspectives</i> .
Connections	
6. Multicultural Connections	Students shall develop connections to diverse languages and cultures.

The K-8 Foreign Language Acquisition Curriculum Framework is designed as a sliding language proficiency scale for schools that offer foreign language education classes taught by a licensed foreign language teacher. Schools offering foreign language education at the K-8 level shall follow the K-8 Foreign Language Acquisition Curriculum Framework. This framework adds the Communication Strand to the Cultures and Connections Strands of the K-8 Foreign Language Experiences Curriculum Framework and supports instruction for K-8 students in the area of foreign language experiences as required by the Arkansas Standards for Accreditation.

This framework does not apply to programs offering high school credit at grade levels 5-8. Such programs shall refer to the appropriate high school Foreign Language Curriculum Framework for high school foreign language courses.

Strand: Communication

Standard 1: Interpretive Mode

Students shall process oral, written, and/or visual messages in the language(s) experienced.

	Beginning	Developing	Expanding
Listening	<p>CMM.1.B.1 Recognize familiar words and basic phrases</p> <ul style="list-style-type: none"> • daily life (e.g., home, school, community) • family and friends • personal information • likes and dislikes • needs and wants • feelings and emotions • clothing • parts of the body • weather • months/seasons • days of the week • food • colors • numbers • telling time <p>CMM.1B.2 Listen for specific information in stories</p> <p>CMM.1.B.3 Recognize basic information in simple speech</p> <p>CMM.1.B.4 Follow simple oral directions</p>	<p>CMM.1.D.1 Recognize familiar words and basic phrases</p> <ul style="list-style-type: none"> • self • family • immediate surroundings • pastimes (e.g., hobbies, sports) • prices • shopping • restaurants <p>CMM.1.D.2 Recognize the main idea in short dialogues and stories</p> <p>CMM.1.D.3 Recognize essential information in read or recorded short passages</p> <ul style="list-style-type: none"> • messages • announcements <p>CMM.1.D.4 Follow oral directions with two steps</p>	<p>CMM.1.E.1 Understand simple everyday conversation on familiar matters regularly encountered in home, school, and community</p> <p>CMM.1.E.2 Predict what will happen next after listening to a short narrative</p> <p>CMM.1.E.3 Recognize main ideas in media delivered slowly and clearly</p> <ul style="list-style-type: none"> • radio • television programs <p>CMM.1.E.4 Follow oral directions with three or more steps</p>

Strand: Communication

Standard 1: Interpretive Mode

Students shall process oral, written, and/or visual messages in the language(s) experienced.

	Beginning	Developing	Expanding
Reading	<p>CMM.1.B.5 Recognize familiar words and basic phrases in written texts or environmental print (e.g., stories, rhymes, song lyrics, posters, signs)</p> <p>CMM.1.B.6 Follow simple written directions</p>	<p>CMM.1.D.5 Identify key information in written texts (e.g., stories, song lyrics, menus, advertisements, schedules, letters, e-mails)</p> <p>CMM.1.D.6 Read short narratives about familiar topics for comprehension</p> <p>CMM.1.D.7 Read short texts independently for comprehension</p> <p>CMM.1.D.8 Follow written directions with two steps</p>	<p>CMM.1.E.5 Identify main ideas in written texts (e.g., stories, song lyrics, newspapers, magazines, travel brochures)</p> <p>CMM.1.E.6 Identify story elements in a narrative or play (e.g., plot, setting, characters, theme)</p> <p>CMM.1.E.7 Follow written directions with three or more steps</p>

Strand: Communication

Standard 2: *Interpersonal Mode*

Students shall interact with others verbally and/or in writing in the language(s) experienced.

	Beginning	Developing	Expanding
Speaking Interaction	<p>CMM.2.B.1 Participate in simple conversation using basic words and learned phrases</p> <ul style="list-style-type: none"> • greetings and farewells • courtesy phrases • introductions • polite requests • personal information <p>CMM.2.B.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMM.2.B.3 Ask and answer simple questions on familiar topics</p> <p>CMM.2.B.4 Ask for clarification during simple conversations (e.g., ask someone to repeat what they say or speak more slowly)</p>	<p>CMM.2.D.1 Participate in short social exchanges in a limited manner</p> <ul style="list-style-type: none"> • shopping • ordering in restaurants • discussing pastimes (e.g., hobbies and sports) • expressing likes and dislikes • expressing preferences <p>CMM.2.D.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMM.2.D.3 Ask and answer questions on familiar topics</p> <p>CMM.2.D.4 Ask for clarification during short social exchanges</p>	<p>CMM.2.E.1 Participate in conversations in various situations</p> <ul style="list-style-type: none"> • shopping • dining • traveling • asking for directions • expressing and responding to feelings • giving or seeking personal opinions <p>CMM.2.E.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMM.2.E.3 Ask and answer questions related to everyday life</p> <p>CMM.2.E.4 Ask for clarification during conversations</p>

Strand: Communication

Standard 3: Presentational Mode

Students shall present to an audience of listeners and/or readers in the language(s) experienced.

	Beginning	Developing	Expanding
Speaking Production	<p>CMM.3.B.1 Give personal information</p> <ul style="list-style-type: none"> • address • telephone number • age • family <p>CMM.3.B.2 Sequence events of a story using pictures, actions, or limited vocabulary</p>	<p>CMM.3.D.1 Describe self, family, and other people</p> <ul style="list-style-type: none"> • characteristics • hobbies • likes and dislikes <p>CMM.3.D.2 Retell a story using pictures or actions and limited vocabulary</p>	<p>CMM.3.E.1 Talk about personal experiences in the past or present</p> <p>CMM.3.E.2 Retell a story orally, with or without visual cues</p>
Writing	<p>CMM.3.B.3 Write simple phrases or sentences regarding basic information and needs</p>	<p>CMM.3.D.3 Write sentences about everyday life</p>	<p>CMM.3.E.3 Write a paragraph about everyday life (e.g., people, places, jobs, school, family)</p> <p>CMM.3.E.4 Write about a past event in simple sentences, reporting what happened when and where</p>

Strand: Cultures

Standard 4: *Practices*

Students shall demonstrate an understanding of diverse cultural *practices* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Practices and Perspectives</i>	CLT.4.K.1 Recognize customs and traditions (e.g., holidays, family life)	CLT.4.1.1 Identify customs and traditions (e.g., holidays, school life)	CLT.4.2.1 Describe customs and traditions (e.g., holidays, community life)	CLT.4.3.1 Discuss customs and traditions (e.g., holidays, community life)	CLT.4.4.1 Examine customs and traditions (e.g., holidays, community life)
	CLT.4.K.2 Recognize similarities and differences in <i>practices</i> across cultures (e.g., holidays, family life)	CLT.4.1.2 Identify similarities and differences in <i>practices</i> across cultures (e.g., holidays, school life)	CLT.4.2.2 Describe similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CLT.4.3.2 Discuss similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CLT.4.4.2 Explain similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life) CLT.4.4.3 Define cultural <i>perspectives</i>

Strand: Cultures

Standard 5: *Products*

Students shall demonstrate an understanding of diverse cultural *products* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Products and Perspectives</i>	<p>CLT.5.K.1 Recognize <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys)</p>	<p>CLT.5.1.1 Identify <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions)</p>	<p>CLT.5.2.1 Discuss various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language)</p> <p>CLT.5.2.2 Discuss <i>products</i> of culture (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)</p>	<p>CLT.5.3.1 Interpret various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language, landmarks, monuments)</p> <p>CLT.5.3.2 Describe various <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)</p>	<p>CLT.5.4.1 Evaluate the significance of various cultural symbols (e.g., landmarks, monuments, architecture)</p> <p>CLT.5.4.2 Examine similarities and differences in <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)</p>

Strand: Connections

Standard 6: Multicultural Connections

Students shall develop connections to diverse languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Multicultural Connections	CNN.6.K.1 Recognize that there are different languages spoken in the United States	CNN.6.1.1 Recognize that there are different languages spoken in the world	CNN.6.2.1 Recognize the need to communicate with members of other language or cultural groups	CNN.6.3.1 Discuss the need to communicate with members of other language or cultural groups	CNN.6.4.1 Identify ways community members use another language or knowledge of another culture in their everyday lives (e.g., guest speakers, business professionals, humanitarian groups, exchange students, world travelers, world language students, pen pals/key pals)
	CNN.6.K.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.1.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.2.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.3.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.6.4.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)

Strand: Cultures

Standard 4: *Practices*

Students shall demonstrate an understanding of diverse cultural *practices* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENT IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Practices and Perspectives</i>	<p>CLT.4.5.1 Identify the similarities and differences of cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping)</p>	<p>CLT.4.6.1 Discuss the similarities and differences of cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping)</p>	<p>CLT.4.7.1 Compare and contrast diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>	<p>CLT.4.8.1 Analyze diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, health <i>practices</i>, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>
	<p>CLT.4.5.2 Recognize the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest)</p>	<p>CLT.4.6.2 Identify the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest)</p>	<p>CLT.4.7.2 Discuss the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., notion of personal space relates to the <i>perspective</i> of comfort zone, greetings that include inquiring about family members relates to the <i>perspective</i> of extended family, notion of punctuality relates to the <i>perspective</i> of time)</p>	<p>CLT.4.8.2 Examine the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., notion of personal space relates to the <i>perspective</i> of comfort zone, greetings that include inquiring about family members relates to the <i>perspective</i> of extended family, notion of punctuality relates to the <i>perspective</i> of time)</p>

Strand: Cultures

Standard 5: *Products*

Students shall demonstrate an understanding of diverse cultural *products* and *perspectives*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
<i>Products and Perspectives</i>	<p>CLT.5.5.1 Compare and contrast cultural <i>products</i> among groups within society (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p>	<p>CLT.5.6.1 Interpret similarities and differences of cultural <i>products</i> among groups within society (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p>	<p>CLT.5.7.1 Research diverse cultural <i>products</i> among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p>	<p>CLT.5.8.1 Analyze diverse cultural <i>products</i> among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p>
	<p>CLT.5.5.2 Recognize relationships between cultural <i>products</i> and <i>perspectives</i> among groups within society (e.g., personal property relates to the <i>perspective</i> of ownership, clothing styles relate to the <i>perspective</i> of modesty)</p>	<p>CLT.5.6.2 Identify relationships between cultural <i>products</i> and <i>perspectives</i> among groups within society (e.g., personal property relates to the <i>perspective</i> of ownership, clothing styles relate to the <i>perspective</i> of modesty)</p>	<p>CLT.5.7.2 Discuss the relationships between cultural <i>products</i> and <i>perspectives</i> among groups in other societies (e.g., mythology relates to the <i>perspective</i> of a belief system, folk medicine relates to the <i>perspective</i> of health care)</p>	<p>CLT.5.8.2 Examine the relationships between <i>products</i> and <i>perspectives</i> among groups in other societies (e.g., mythology relates to the <i>perspective</i> of a belief system, folk medicine relates to the <i>perspective</i> of health care)</p>

Strand: Connections

Standard 6: Multicultural Connections

Students shall develop connections to diverse languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Multicultural Connections	CNN.6.5.1 Examine ways that knowledge of another culture and/or language is used in everyday life	CNN.6.6.1 Investigate ways that knowledge of another culture and/or language is used in everyday life	CNN.6.7.1 Verify ways that knowledge of another culture and/or language is used in everyday life	CNN.6.8.1 Analyze ways that knowledge of another culture and/or language is used in everyday life
	CNN.6.5.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.6.6.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.6.7.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.6.8.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)

Glossary for K-8 Foreign Language Acquisition Curriculum Framework

Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values or members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Register	The manner of addressing another person according to the title, relationship, and/ or social situation

Contributors

The following people contributed to the development of this document:

Dr. Gregory Armstrong – University of Arkansas at Fort Smith	Kelly Lichoff – Forrest City School District
Jeanette Arnhart – Rogers School District	Marianne Ligon – Little Rock School District
Sheila Bayles – Rogers School District	Anna Love – Fort Smith School District
Natalie Brown – Pine Bluff School District	Catherine Martin – Little Rock School District
Brent Butler – West Memphis School District	Devin McDiarmid – Warren School District
Mark Byers – Fort Smith School District	Shi Mei – University of Central Arkansas
Margarita Zavalza Calaway – Little Rock School District	Cat Mince – Cabot School District
Patricia Carlin – University of Central Arkansas	Kristen Novotny – Springdale School District
Lori Chastain – Ouachita School District	Jane Purtle – Gurdon School District
Katrina Cox – Harmony Grove School District	Paula Andrea Renteria – Office of Distance Learning at the Arkansas School for Math, Science, and the Arts
Wendy Cunningham – Searcy School District	Rebecca Sanders – Arkansas Department of Education Distance Learning Center
Jennifer Deacon White – West Memphis School District	Sekou Sangare – El Dorado School District
Cecilia Franco– Bentonville School District	Deborah Short – Little Rock School District
Vicki Stroud Gonterman– Little Rock School District	Gregory Smith – Marion School District
Dr. Michel Hallot – El Dorado School District	Melanie Hulseley Soto – Cabot School District
Nola Harrison – Pine Bluff School District	Marla Stewart – Nashville School District
Marsha Huber – Jonesboro School District	Kristen Thomas – Springdale School District
Laconya Isaac - Pulaski County Special School District	Scott Wahlquist – Conway School District
Lula Orsby Jones – West Helena School District	Linda K. Weatherford – Dumas School District
Jennifer Lefevre – Arkansas School for Math, Science, and the Arts	Dr. Hui Wu – University of Central Arkansas