Georgia Performance Standards for Modern Languages - Grade 2

(Five-Day Model)

Course Description

The Grade 2 language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Grade 2, students will exhibit Junior Novice-Mid to Junior Novice-High level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 2)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

Listening Comprehension (Junior Novice-Mid to Junior Novice-High)
Junior Novice-Mid

Student understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.

Junior Novice-High
Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

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Oral Fluency (Junior Novice-Mid to Junior Novice-High)

Junior Novice-Mid

Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

Junior Novice-High

Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Grammar *(Speaking)* **(Junior Novice-Mid to Junior Novice-High)**

Junior Novice-Mid

Student uses memorized expressions with verbs and other short phrases with some accuracy, but inaccuracies are common. Student does not successfully create at the sentence level with conjugated verbs.

Junior Novice-High

Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Vocabulary *(Speaking)* **(Junior Novice-Mid to Junior Novice-High)**

Junior Novice-Mid

Student uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. Frequent searches for words are common. Student may use her or his native language or gestures when attempting to create with language.

Junior Novice-High

Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

The *COPE/SOPA Rating Scale* is based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999). The *COPE/SOPA Rating Scale* has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the *COPE/SOPA Rating Scale*.

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Student Profile (Grade 2)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Mid to Novice-High)
Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.

Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Interpretive Communication, Listening (Novice-Mid to Novice-High)
Novice-Mid
Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.

Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Interpretive Communication, Reading (Novice-Mid to Novice-High)
Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Presentational Communication, Spoken Production (Novice-Mid to Novice-High)
Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Presentational Communication, Writing (Novice-Mid to Novice-High)
Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.

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<u>Novice-High</u>
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

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<u>**Georgia Performance Standards with Elements**</u>

I.   Communication

Interpersonal Mode of Communication (IP)

MLE2.IP1   Students exchange simple spoken language in the target language, utilizing cultural references where appropriate.
Students:

    A. use basic greetings, farewells, and expressions of courtesy, in oral form.
    B. express likes, dislikes, emotions, agreement and disagreement.
    C. make simple requests.
    D. ask for clarification.
    E. give simple descriptions.
    F. comprehend basic directions.
    G. provide responses based on topics such as self, family, school, etc.
    H. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLE2.IP2   Students demonstrate skills necessary to sustain brief oral exchanges in the target language.
Students:

    A. initiate, participate in and close brief oral exchanges.
    B. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLE2.INT1   Students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.
Students:

    A. understand simple instructions, such as classroom procedures.
    B. demonstrate proficiency in listening and reading comprehension

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MLE2.INT2   Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
Students:

    A. differentiate among statements, questions and exclamations.
    B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE2.P1   Students present brief material orally in the target language.
Students:

    A. present songs, poems, simple dialogues etc…
    B. share information and give brief descriptions about self, others and surroundings.

MLE2.P2   Students demonstrate writing skills in the target language.
Students:

    A. write simple sentences about self, others and surroundings.
    B. label pictures and write short lists of words.

II.   Cultural Perspectives, Practices, and Products (CU)

MLE2.CU1   Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
Students:

    A. demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
    B. participate in culturally-authentic simulations.
    C. identify selected symbols and landmarks of target cultures.

III.   Connections, Comparisons, and Communities (CCC)

MLE2.CCC1   Students make links between the target language and other subjects.
Students:

    A. connect skills learned in the target language with other subjects.
    B. connect skills learned in other subjects with skills learned in the target language.

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MLE2.CCC2   Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.
Students:

   A. identify age-appropriate patterns of cultural behavior and interaction.
   B. compare cultural products, practices and perspectives.

MLE2.CCC3   Students demonstrate an understanding of basic similarities and differences among languages.
Students:

   A. compare patterns of spoken communication such as intonation and pronunciation.
   B. compare patterns of written communication such as punctuation and capitalization.

MLE2.CCC4   Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

   A. document encounters with the target language beyond the classroom setting.
   B. document encounters with the target cultures beyond the classroom setting.

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Modern Languages Grade 2: Summary of Skills Developed

The following list is intended to guide instruction and to assist teachers with their planning by providing a one-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Grade 2. It is important to remember that typical Grade 2 students will exhibit varying levels of proficiency.

Skills Developed in Grade 2

The students:

MLE2.IP1A	Use basic greetings, farewells, and expressions of courtesy, in oral form.
MLE2.IP1B	Express likes, dislikes, emotions, agreement and disagreement.
MLE2.IP1C	Make simple requests.
MLE2.IP1D	Ask for clarification.
MLE2.IP1E	Give simple adjectives
MLE2.IP1F	Comprehend basic directions.
MLE2.IP1G	Provide responses based on topics such as self, family, school, etc.
MLE2.IP1H	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0-100 in context.
MLE2.IP2A	Initiate, participate in and close brief oral exchanges.
MLE2.IP2B	Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.
MLE2.INT1A	Understand simple instructions, such as classroom procedures.
MLE2.INT1B	Demonstrate proficiency in listening and reading comprehension.
MLE2.INT2A	Differentiate among statements, questions, and exclamations.
MLE2.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.
MLE2.P1A	Present songs, poems, simple dialogues etc.
MLE2.P1B	Share information and give brief descriptions about self, others and surroundings.
MLE2.P2A	Write simple sentences about self, others and surroundings.
MLE2.P2B	Label pictures and write short lists of words.
MLE2.CU1A	Demonstrate knowledge of typical practices and products and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions etc.
MLE2.CU1B	Participate in culturally-authentic simulations.
MLE2.CU1C	Identify selected symbols and landmarks of target cultures.
MLE2.CCC1A	Connect basic skills learned in the target language with other subjects.
MLE2.CCC1B	Connect skills learned in other subjects with skills learned in the target language.
MLE1.CCC2A	Identify age-appropriate patterns of cultural behavior and interaction.
MLE1.CCC2B	Compare cultural products, practices, and perspectives.

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MLE1.CCC3A	Compare patterns of spoken communication such as intonation and pronunciation.
MLE1.CCC3B	Compare patterns of written communication such as punctuation and capitalization.
MLE1.CCC4A	Document encounters with the target language beyond the classroom setting.
MLE1.CCC4B	Document encounters with the target cultures beyond the classroom setting.

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Modern Languages Grade 2: Suggested Topics

The following topics are necessary for providing a link to interdisciplinary units in the elementary curriculum. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Celebrations Clothes Colors

Community, People, and Places

Customs and Etiquette

Family and Friends

Foods

Geography Homes Numbers

Parts of the Body

School and Classroom Routine

Self

Senses

Shapes, Sizes

Plants and Animals

Transportation

Time and Calendar

Weather, Seasons

CAL ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS)
English Version © 2009 CAL

	JR. NOVICE-LOW	JR. NOVICE-MID	JR. NOVICE-HIGH	JR. INTERMEDIATE-LOW	JR. INTERMEDIATE-MID	JR. INTERMEDIATE-HIGH	JR. ADVANCED-LOW	JR. ADVANCED-MID	JR. ADVANCED-HIGH
Oral Fluency									
	-Produces only isolated words (i.e., single-word responses) and/or memorized phrases or greetings and polite expressions such as *good morning* and *thank you*.	-In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…, I don't know*) in predictable topic areas. -May attempt to create sentences, but is not successful. -Long pauses are common.	-Uses memorized expressions with reasonable ease. -Shows emerging signs of creating with the language to communicate ideas. -Creates some sentences successfully, but cannot sustain sentence-level speech.	-Goes beyond memorized expression to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and academic interactions.	-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences. Few, if any, connectors are used.	-Initiates and sustains conversations by using language creatively. -Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., *then, so, that,* etc.) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.	-Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements. -Narrates and describes at the paragraph level also, although haltingly at times. -False starts are common.	-Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics. -Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., *first, next, finally; then, when, that, although, but, therefore, so,* etc.).	-Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level). -Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (*if-then*) and support opinions.
Grammar (Speaking)									
	-May use greetings and polite expressions accurately. -Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. -Other grammatical inaccuracies are present.	-Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The listener may be confused by this speech due to the many grammatical inaccuracies.	-Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Many grammatical inaccuracies may be present.	-Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms. -Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.	-Uses present, past, and future tenses. -May effectively self-correct when aware of grammatical inaccuracies. -Structures of native language may be evident (e.g., literal translation).	-Has good control of present, past, and future tenses. -Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.	-Uses all verb tenses accurately and sometimes uses complex grammatical structures, (e.g., *if…occurred, then…might also happen*). -Some patterns of error may persist, but they do not interfere with communication.
Vocabulary (Speaking)									
	-Uses single words in very specific topic areas in predictable contexts. -May use greetings and polite expressions.	- Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searches for words are common. May use native language or gestures when attempting to create with language.	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. -Use of native language and gestures is common to expand topics.	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking.	-Has basic vocabulary, permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest. -If precise word is lacking, may use circumlocution ineffectively. May resort to native language.	-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. -Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.	-Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -May use circumlocution successfully when specific terms are lacking.	-Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -Uses circumlocution effectively. Rarely uses native language.	-Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations. -Lack of vocabulary rarely interrupts the flow of speech.
Listening Comprehension									
	-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. -May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate.	-Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands without prompting.	-Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending everyday topics. (Can request clarification verbally.)	-Understands main ideas and many details in connected speech on some academic topics and on topics of personal interest.	-Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech.	-Understands complex academic discourse and highly idiomatic speech in conversation. -Confusion may occur due to socio-cultural nuances or unfamiliar topics.

* This feature may not appear, but if present in student speech, is acceptable at the Jr. Advanced-Mid level of proficiency.

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LINGUAFOLIO SELF-ASSESSMENT GRID (ACTFL, WIDA, Council of Europe)

ACTFL		NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
		Low	Mid	High	Low	Mid	High	Low	Mid	High	
INTERPRETIVE — Listening		I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.	I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.	I can understand main ideas and a few details in sentences, short conversations and some forms of media.	I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.	I can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and other media.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can understand any kind of spoken language, including most accents and dialects.
INTERPRETIVE — Reading		I can identify some words or phrases, especially those that are similar to words in my own language.	I can understand familiar words and short, simple phrases or sentences.	I can understand the main idea and some details in simple texts that contain familiar vocabulary.	I can understand the main idea and many details in some texts that contain familiar vocabulary.	I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	I can understand many different types of texts that contain unfamiliar vocabulary.	I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.	I can understand long, complex texts and recognize some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can comprehend with ease virtually all forms of written language.
INTERPERSONAL — Person to Person Communication		I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.	I can exchange info about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.	I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can state my views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.	I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
PRESENTATIONAL — Spoken production		I can use single words and memorized phrases to provide information about myself, and my immediate surroundings.	I can use simple phrases and sentences to provide information about myself, and my immediate surroundings.	I can use a series of phrases and sentences to provide basic information about familiar topics.	I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.	I can connect sentences in order to describe experiences, events, and opinions. I can narrate a story and make a simple factual presentation.	I can present clear and detailed descriptions on topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.	I can deliver a comprehensible presentation appropriate to my audience on a variety of topics.	I can deliver a clearly articulated presentation on personal, academic, or professional topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
PRESENTATIONAL — Writing		I can copy some characters and words.	I can provide some basic information on familiar topics in lists and simple forms.	I can write simple descriptions and short messages and request or provide information on familiar topics.	I can write about familiar topics and experiences in series of sentences.	I can summarize, describe or explain familiar topics and support my views with some details.	I can express ideas in detailed narratives, descriptions or explanations on familiar and some new topics.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write clear, well-organized texts for a variety of audiences on concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.
		*Entering		Beginning		Developing		Expanding		Bridging	Reaching
			A1		A2	B1		B2			C1-> C2-Distinguished

* The WIDA Proficiency Levels have been added to align with ESL classroom standards and the A, B, C designations represent approximations with the Council of Europe self-assessment grid.

Revised June 2008   The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999), The WIDA English Language Proficiency Standards, and the *Common European Framework of Reference for Languages*, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been included in this document with permission from National Council of State Supervisors for Languages.