Georgia Performance Standards for Modern Languages - Grade 1

(Five-Day Model)

Course Description

The Grade 1 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 minimal or no prior knowledge of the language and culture.

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 1, students will exhibit Junior Novice-Low to Junior Novice-Mid level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 1)

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-Low to Junior Novice-Mid)

Junior Novice-Low
Student recognizes single, isolated words, greetings and polite expressions.

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.

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

Junior Novice-Low
Student produces isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you.
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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.

Grammar (Speaking) (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student may use greetings and polite expressions accurately. Student lacks an awareness of grammar and syntax.

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.

Vocabulary (Speaking) (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student uses single words in very specific topic areas in predictable contexts. Student may use greetings and polite expressions.”

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.

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.

Student Profile (Grade 1)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and simple memorized phrases.

Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.
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Presentational Communication, Spoken Production (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and memorized phrases to provide information about himself or herself and his or her immediate surroundings.

Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Interpretive Communication, Listening (Novice-Low to Novice-Mid)
Novice-Low
Student can understand a few familiar words and can understand some words that are similar to those in her or his own language.

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.

Interpretive Communication, Reading (Novice-Low to Novice-Mid)
Novice-Low
Student can identify some words or phrases, especially those that are similar to words in her or his own language.

Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Presentational Communication, Writing (Novice-Low to Novice-Mid)
Novice-Low
Student can copy some characters and words.

Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.

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.
Georgia Performance Standards for Modern Languages - Grade 1

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLEIP1  Students exchange simple spoken information 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. give simple descriptions.
E. comprehend basic directions.
F. provide simple responses using memorized words and phrases based on topics such as self, family, school, etc.
G. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 31 in context.
H. imitate proper pronunciation and intonation.

MLEIP2  Students exchange simple written information in the target language, utilizing cultural references where appropriate.
Students:

A. copy characters and words.
B. make lists on familiar topics.
C. complete forms for basic information.

Interpretive Mode of Communication (INT)

MLE1.INT1 Students demonstrate understanding of simple spoken language 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 comprehension.
Georgia Performance Standards for Modern Languages - Grade 1

MLE1.INT2 Students interpret written and visual cues to understand simple texts in the target language.
Students:
A. demonstrate comprehension through reading of age appropriate materials and resources.
B. use pictures and other visual cues to infer meaning.

Presentational Mode of Communication (P)

MLE1.P1 Students present brief, rehearsed material orally in the target language.
Students:
A. present age-appropriate songs, poems, simple dialogues etc.
B. share basic information about self and others.

MLE1.P2 Students demonstrate beginning writing skills in the target language. Students:
A. generate ideas using graphic organizers and pictures.
B. write single words such as name, colors etc
C. copy simple sentences.

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

MLE1.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, such as greetings and celebrations.
C. name selected countries where the target language is spoken.
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III. Connections, Comparisons, and Communities (CCC)

MLE1.CCC1 Students make links between the target language and other subjects.

Students:

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

MLE1.CCC2 Students begin to understand the significance of culture through comparisons between the cultures studied and their own.

Students:

A. recognize age-appropriate patterns of cultural behavior and interaction.
B. demonstrate an awareness of their own culture.

MLE1.CCC3 Students begin to understand basic similarities and differences among languages.

Students:

A. recognize similarities and differences in sound systems.
B. recognize similarities and differences in writing systems.

MLE1.CCC4 Students demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life.

Students:

A. identify places where target language is found beyond the classroom setting.
B. identify places where target cultures are found beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 1

**Modern Languages Grade 1: 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 1. It is important to remember that typical Grade 1 students will exhibit varying levels of proficiency.

Skills Developed in Grade 1

The students:

- MLE1.IP1A Use basic greetings, farewells, and expressions of courtesy, in oral form.
- MLE1.IP1B Express likes, dislikes, emotions, agreement and disagreement.
- MLE1.IP1C Make simple requests.
- MLE1.IP1D Give simple descriptions
- MLE1.IP1E Comprehend basic directions.
- MLE1.IP1F Provide simple responses using memorized words and phrases on topics such as self, family, school, etc.
- MLE1.IP1G Use sequenced information such as the alphabet, days of the week, months, seasons, and numbers 0-31 in context.
- MLE1.IP1H Imitate proper pronunciation and intonation.
- MLE1.IP2A Copy characters and words.
- MLE1.IP2B Make lists on familiar topics.
- MLE1.IP2C Complete forms for basic information.
- MLE1.INT1A Understand simple instructions, such as classroom procedures.
- MLE1.INT1B Demonstrate proficiency in listening comprehension
- MLE1.INT2A Demonstrate comprehension through reading of age-appropriate materials and resources.
- MLE1.INT2B Use pictures and other visual cues to infer meaning.
- MLE1.P1A Present age-appropriate songs, poems, simple dialogues etc…
- MLE1.P1B Share basic information about self and others.
- MLE1.P2A Generate ideas using graphic organizers and pictures.
- MLE1.P2B Write single words such as name, colors, etc…
- MLE1.P2C Copy simple sentences.
- MLE1.CU1A Demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
- MLE1.CU1B Participate in culturally-authentic simulations, such as greetings and celebrations.
- MLE1.CU1C Name selected countries where the target language is spoken.
- MLE1.CCC1A Connect basic skills learned in the target language with other subjects.
- MLE1.CCC1B Connect basic skills learned in other subjects with skills learned in the target language.
- MLE1.CCC2A Recognize age-appropriate patterns of cultural behavior and interaction.
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MLE1.CCC2B   Demonstrate an awareness of their own culture.
MLE1.CCC3A   Recognize similarities and differences in sound systems.
MLE1.CCC3B   Recognize similarities and differences in writing systems.
MLE1.CCC4A   Identify places where target language is found beyond the classroom setting.
MLE1.CCC4B   Identify places where target cultures are found beyond the classroom setting.
Modern Languages Grade 1: 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
- Places

- Customs
- Etiquette

- Family
- Friends

- Foods

- Geography
- Homes
- Numbers

- Parts of the Body

- School
- Classroom Routine

- Self

- Shapes
- Sizes

- Animals

- Transportation

- Time
- Calendar

- Weather
- Seasons
### CAL Oral Proficiency Exam and Student Oral Proficiency Assessment Rating Scale (COPE/SOPA-RS)

**English Version © 2009 CAL**

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<tr>
<td><strong>PRODUCES only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as good morning and thank you</strong></td>
<td>- Produces only 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.</td>
<td>- May attempt to create sentences, but is not successful.</td>
<td>- Long pauses are expression.</td>
<td>- Uses memorized expressions with reasonable ease.</td>
<td>- Shows emerging signs of creating with the language to communicate ideas.</td>
<td>- Creates some sentences successfully, but cannot sustain sentence-level speech.</td>
<td>- Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
<td>- Handles a limited number of everyday social and academic interactions.</td>
<td>- Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.</td>
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<tr>
<td><strong>Grammar (Speaking)</strong></td>
<td>- Uses single words, short phrases, greetings, polite expressions accurately.</td>
<td>- Lacks an awareness of grammar and syntax.</td>
<td>- Does not create successfully at the sentence level with conjugated verbs.</td>
<td>- Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences.</td>
<td>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</td>
<td>- Many grammatical inaccuracies may be present.</td>
<td>- Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past.</td>
<td>- May use future and other verb forms.</td>
<td>- Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.</td>
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<tr>
<td><strong>Vocabulary (Speaking)</strong></td>
<td>- Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.</td>
<td>- Use of native language and gestures is common when attempting to create with language.</td>
<td>- Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</td>
<td>- Uses vocabulary for making statements and asking questions to satisfy basic social and academic topics. Serious gaps exist for discussing topics of general interest.</td>
<td>- Sometimes achieves success in using circumlocution when precise word is lacking.</td>
<td>- May use native language occasionally.</td>
<td>- Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail.</td>
<td>- Sometimes achieves success in using circumlocution when precise word is lacking.</td>
<td>- May use native language occasionally.</td>
</tr>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td>- Recognizes single, isolated words, greetings, and polite expressions.</td>
<td>- 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.</td>
<td>- 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.</td>
<td>- Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics.</td>
<td>- Carries out commands without prompting.</td>
<td>- Understands longer stretches of connected speech on a specific topic at a normal rate of speech.</td>
<td>- Understands main ideas and most details in connected speech on some academic topics and on topics of personal interest.</td>
<td>- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</td>
<td>- May have difficulty with highly idiomatic speech.</td>
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*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)

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<tr>
<th>ACTFL</th>
<th>NOVICE</th>
<th>INTERPRETIVE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
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<tbody>
<tr>
<td>Low</td>
<td>Mid</td>
<td>High</td>
<td>Low</td>
<td>Mid</td>
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<tr>
<td>Listening</td>
<td>I can understand a few familiar words, I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
<td>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.</td>
<td>I can understand some extended speech on unfamiliar topics expressed through a series of sentences.</td>
<td>I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.</td>
</tr>
<tr>
<td>Reading</td>
<td>I can understand some familiar words and short, simple phrases or sentences.</td>
<td>I can understand the main idea and some details in simple texts that contain familiar vocabulary.</td>
<td>I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.</td>
<td>I can understand long, complex texts and recognize some literary and technical styles.</td>
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<td>Person to Person Communication</td>
<td>I can use simple words and simple memorized phrases.</td>
<td>I can interact with people using memorized words and phrases. I can answer simple questions on very familiar topics.</td>
<td>I can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.</td>
<td>I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.</td>
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<td>Spoken Production</td>
<td>I can use a series of related sentences to provide information about my immediate surroundings.</td>
<td>I can use simple phrases and sentences to provide basic information about familiar topics.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
<td>I can deliver a clear and fluid presentation and appropriately respond to the audience.</td>
</tr>
<tr>
<td>Writing</td>
<td>I can copy some characters and words.</td>
<td>I can provide some basic information on familiar topics in lists and simple forms.</td>
<td>I can write ideas in a variety of topics in clear, organized texts. I can adapt my writing style according to purpose and audience.</td>
<td>I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.</td>
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* 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.