

# **K-8 Foreign Languages Acquisition**

## **Foreign Languages Curriculum Framework**

**Revised 2013**

## K-8 Foreign Languages Acquisition

K-8 Foreign Languages Acquisition is designed for schools that offer foreign language education classes taught by a licensed foreign language teacher.

This framework document is based on the 1999 edition of *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* developed by the American Council on the Teaching of Foreign Languages. Because communicative proficiency in a foreign language is not connected to grade level, this framework uses beginning, developing, and expanding to show increasing proficiency for all three standards within the Communication Strand, instead of establishing student learning expectations by grade level, as in the Cultures, Connections, Comparisons, and Communities strands.

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 Languages Curriculum Framework for high school foreign language courses and must be approved by the Arkansas Department of Education.

## K-8 Foreign Languages Acquisition

Strand	Content Standard
<b>Communication</b>	
1. Interaction	Students will interact with others verbally and/or in writing in the target language. (interpersonal)
2. Listening Reading	Students will process oral and/or written messages in the target language. (interpretive)
3. Speaking Writing	Students will present to an audience of listeners and/or readers in the target language. (presentational)
<b>Cultures</b>	
4. Practices and Perspectives	Students will discuss practices and perspectives from diverse cultures.
5. Products and Perspectives	Students will discuss products and perspectives from diverse cultures.
<b>Connections</b>	
6. Content Area Connections	Students will reinforce understanding of other content areas through the use of a target language.
7. Cross-cultural Connections	Students will acquire information and recognize viewpoints only available through the target language and cultures.
<b>Comparisons</b>	
8. Linguistic Comparisons	Students will compare the target language with the students' primary language.
9. Cultural Comparisons	Students will compare the target culture(s) with the students' native culture.
<b>Communities</b>	
10. Classroom Extensions	Students will examine ways to use the target language personally and professionally.

**Notes:**

1. The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the "Performance Descriptors for Language Learners" promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. Each grade level continues to address earlier Student Learner Expectations as needed.
3. Words that appear in italics within this document are defined in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will interact with others verbally and/or in writing in the target language. (interpersonal)

	Beginning	Developing	Expanding	CCSS ELA-Literacy Alignment
Interaction	<p>CMC.1.B.1 Participate in simple social exchange using basic words and <i>learned phrases</i></p> <ul style="list-style-type: none"> <li>• courtesy phrases</li> <li>• greetings and farewells</li> <li>• introductions</li> <li>• personal information</li> <li>• polite requests</li> </ul> <p>CMC.1.B.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMC.1.B.3 Answer simple questions using <i>learned phrases</i> (e.g., yes/no questions, questions that can be answered with one word)</p>	<p>CMC.1.D.1 Participate in short social exchanges in a limited manner</p> <ul style="list-style-type: none"> <li>• discussing familiar topics (e.g., shopping, ordering in restaurants, discussing pastimes)</li> <li>• expressing likes and dislikes</li> <li>• expressing preferences</li> </ul> <p>CMC.1.D.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMC.1.D.3 Ask and answer questions in order to seek help, gather information, or clarify something that is not understood</p>	<p>CMC.1.E.1 Participate in social exchanges in various situations</p> <ul style="list-style-type: none"> <li>• asking for directions and/or instructions</li> <li>• discussing familiar topics (e.g., shopping, dining, traveling)</li> <li>• expressing and responding to feelings</li> <li>• giving or seeking personal opinions</li> </ul> <p>CMC.1.E.2 Use appropriate forms of <i>register</i> consistently (e.g., formal, informal, humble, polite)</p> <p>CMC.1.E.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p>	<p>R.CCR.2, 4, 6 W.CCR.1, 3, 4, 10 SL.CCR.1, 2, 3, 6 L.CCR.1, 2, 4</p>

Strand: Communication

Content Standard 2: Students will process oral and/or written messages in the target language. (interpretive)

	Beginning	Developing	Expanding	CCSS ELA-Literacy Alignment
Listening	<p>CMC.2.B.1 Recognize grade-appropriate words and basic phrases that relate to daily life and routines (e.g., self-awareness, family interactions, relationships, home life, community-mindedness)</p> <p>CMC.2.B.2 Recognize known words and phrases in familiar read-aloud texts</p> <p>CMC.2.B.3 Recognize essential information in highly contextualized speech</p> <p>CMC.2.B.4 Follow oral directions with one step</p>	<p>CMC.2.D.1 Recognize grade-appropriate words and understand phrases of increasing length and complexity that relate to daily life and routines (e.g., self-awareness, family interactions, relationships, home life, community-mindedness, environmental concerns)</p> <p>CMC.2.D.2 Recognize the main idea in short dialogues and read-aloud texts</p> <p>CMC.2.D.3 Recognize key information in short spoken passages (e.g., messages, announcements)</p> <p>CMC.2.D.4 Follow oral directions with two steps</p>	<p>CMC.2.E.1 Understand short conversations on matters regularly encountered in daily life and routines (e.g., self-awareness, family interactions, relationships, home life, community-mindedness, environmental concerns)</p> <p>CMC.2.E.2 Listen to short narratives to predict what will happen next</p> <p>CMC.2.E.3 Recognize main ideas delivered through non-print media (e.g., television, radio, Internet)</p> <p>CMC.2.E.4 Follow oral directions with three or more steps</p>	<p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.3</p>

Strand: Communication

Content Standard 2: Students will process oral and/or written messages in the target language. (interpretive)

	Beginning	Developing	Expanding	CCSS ELA-Literacy Alignment
Reading	<p>CMC.2.B.5 Recognize words and basic phrases in environmental print (e.g., posters, signs)</p> <p>CMC.2.B.6 Recognize highly contextualized words and basic phrases in informational texts and short narratives with appropriate scaffolding and support</p> <p>CMC.2.B.7 The SLE is not appropriate for this level/course.</p> <p>CMC.2.B.8 Follow one-step written directions aided by visual cues</p>	<p>CMC.2.D.5 Identify key information in written texts (e.g., menus, advertisements, schedules, letters, e-mails, travel brochures, movie listings)</p> <p>CMC.2.D.6 Recognize contextualized words and basic phrases in informational texts with scaffolding and support as needed</p> <p>CMC.2.D.7 Read and comprehend highly contextualized short narratives about familiar topics with scaffolding and support</p> <p>CMC.2.D.8 Follow one-step written directions aided by visual cues as appropriate</p>	<p>CMC.2.E.5 Identify main ideas or purpose in written texts (e.g., stories, song lyrics, poems, newspapers, magazines, web pages)</p> <p>CMC.2.E.6 Read and comprehend contextualized informational texts and narratives with scaffolding and support as needed (e.g., stories, song lyrics, newspapers, magazines, letters, e-mail messages)</p> <p>CMC.2.E.7 The SLE is not appropriate for this level/course.</p> <p>CMC.2.E.8 Follow written directions with two or more steps aided by visual cues as appropriate</p>	<p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.3</p>

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in the target language. (presentational)

	Beginning	Developing	Expanding	CCSS ELA-Literacy Alignment
Speaking	<p>CMM.3.B.1 Describe familiar people, places, things, and events, with prompting and support</p> <p>CMM.3.B.2 Sequence events of a story using pictures, actions, or limited vocabulary</p>	<p>CMM.3.D.1 Describe familiar people, places, things, and events and, with prompting and support, provide details</p> <p>CMM.3.D.2 Retell a story using pictures or actions and limited vocabulary</p>	<p>CMM.3.E.1 Describe familiar people, places, things, and events and provide details</p> <p>CMM.3.E.2 Retell a story orally with or without visual cues</p>	R.CCR.1, 2, 3, 4 W.CCR.3, 4, 5, 6, 10 SL.CCR.2, 3, 4, 5, 6
Writing	<p>CMM.3.B.3 Write simple phrases or sentences regarding familiar people, places, things, and events with prompting and support</p> <p>CMM.3.B.4 The SLE is not appropriate for this level/course.</p>	<p>CMM.3.D.3 Produce complete sentences when appropriate to task and situation</p> <p>CMM.3.D.4 The SLE is not appropriate for this level/course.</p>	<p>CMM.3.E.3 Produce simple paragraphs to provide requested detail or clarification</p> <p>CMM.3.E.4 Write about an event, including references to place and time</p>	R.CCR.1, 2, 3, 4 W.CCR.3, 4, 5, 6, 10 SL.CCR.2, 3, 4, 5, 6

Strand: Cultures

Content Standard 4: Students will discuss practices and perspectives from diverse 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	CCSS ELA-Literacy Alignment
<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)	SL.CCR.1, 2, 3, 6
	CLT.4.K.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations)	CLT.4.1.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations)	CLT.4.2.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations)	CLT.4.3.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations)	CLT.4.4.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations)	

Strand: Cultures

Content Standard 5: Students will discuss products and perspectives from diverse 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	CCSS ELA-Literacy Alignment
<i>Products and Perspectives</i>	<p>CLT.5.K.1 Recognize various cultural symbols (e.g., flags, money, art, verbal and non-verbal language)</p> <p>CLT.5.K.2 Recognize tangible <i>products</i> of culture (e.g., food, shelter, clothing, toys, art, transportation)</p>	<p>CLT.5.1.1 Identify various cultural symbols (e.g., flags, money, art, verbal and non-verbal language)</p> <p>CLT.5.1.2 Identify tangible <i>products</i> of culture (e.g., food, shelter, clothing, toys, art, transportation)</p>	<p>CLT.5.2.1 Discuss various cultural symbols (e.g., flags, money, art, verbal and non-verbal language)</p> <p>CLT.5.2.2 Discuss tangible <i>products</i> of culture (e.g., food, shelter, clothing, toys, art, transportation)</p>	<p>CLT.5.3.1 Interpret the meaning of various cultural symbols (e.g., flags, money, art, verbal and non-verbal language, landmarks, monuments)</p> <p>CLT.5.3.2 Describe various tangible <i>products</i> across cultures (e.g., food, shelter, clothing, toys, art, transportation)</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 tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, art, transportation, music, dance, sports, recreation, language, customs, traditions, literature)</p>	R.CCR.2 SL.CCR.1, 2, 3

Strand: Connections

Content Standard 6: Students will reinforce understanding of other content areas through the use of a target language.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Content Area Connections	CNN.6.K.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts)	CNN.6.1.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts)	CNN.6.2.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts)	CNN.6.3.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts)	CNN.6.4.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts)	R.CCR.3, 4, 7, 8 SL.CCR.1, 4, 6

Strand: Connections

Content Standard 7: Students will acquire information and recognize viewpoints only available through the target language 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	CCSS ELA-Literacy Alignment
Cross-cultural Connections	CNN.7.K.1 Recognize that languages other than English exist	CNN.7.1.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements)	CNN.7.2.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements)	CNN.7.3.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements)	CNN.7.4.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements)	R.CCR.1, 2, 4, 7 SL.CCR.1, 2, 3
	CNN.7.K.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating)	CNN.7.1.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating)	CNN.7.2.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating)	CNN.7.3.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating)	CNN.7.4.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating)	

Strand: Comparisons

Content Standard 8: Students will compare the target language with the students' primary language.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Linguistic Comparisons	CMP.8.K.1 Identify <i>borrowed words</i> in the target language and the primary language	CMP.8.1.1 Use <i>borrowed words</i> in the target language and the primary language	CMP.8.2.1 Use <i>borrowed words</i> in the target language and the primary language	CMP.8.3.1 Use <i>borrowed words</i> in the target language and the primary language	CMP.8.4.1 Use <i>borrowed words</i> in the target language and the primary language	L.CCR.2, 3, 4, 5, 6
	CMP.8.K.2 Identify <i>cognates</i>	CMP.8.1.2 Use <i>cognates</i> to enhance comprehension of language	CMP.8.2.2 Use <i>cognates</i> to enhance comprehension of language	CMP.8.3.2 Use <i>cognates</i> to enhance comprehension of language	CMP.8.4.2 Use <i>cognates</i> to enhance comprehension of language	
	CMP.8.K.3 Observe similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö)	CMP.8.1.3 Recognize similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö)	CMP.8.2.3 Identify similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö)	CMP.8.3.3 Discuss similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö)	CMP.8.4.3 Use similarities and differences between the sound and writing systems of English and the target language to make predictions regarding the spelling and/or pronunciation of unfamiliar words	
	CMP.8.K.4 Mimic critical sounds in read-aloud texts and/or teacher speech (e.g., intonations, accented syllables)	CMP.8.1.4 Imitate sounds that are crucial to communicate meaning (e.g., intonations, accented syllables)	CMP.8.2.4 Repeat sounds that are crucial to communicate meaning with increasing accuracy (e.g., intonations, accented syllables)	CMP.8.3.4 Reproduce sounds that are crucial to communicate meaning with increasing accuracy (e.g., intonations, accented syllables)	CMP.8.4.4 Use sounds that are crucial to communicate meaning (e.g., intonations, accented syllables)	

Strand: Comparisons

Content Standard 9: Students will compare the target culture(s) with the students' native culture.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Cultural Comparisons	CMP.9.K.1 Recognize similarities and differences in <i>practices</i> across cultures (e.g., holidays, family life)	CMP.9.1.1 Identify similarities and differences in <i>practices</i> across cultures (e.g., holidays, school life)	CMP.9.2.1 Describe similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CMP.9.3.1 Discuss similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CMP.9.4.1 Explain similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	R.CCR.7 SL.CCR.1, 2, 3, 6 L.CCR.3
	CMP.9.K.2 Recognize similarities and differences in <i>products</i> across cultures (e.g., menus, clothing)	CMP.9.1.2 Identify similarities and differences in <i>products</i> across cultures (e.g., menus, clothing)	CMP.9.2.2 Describe similarities and differences in <i>products</i> across cultures (e.g., menus, clothing)	CMP.9.3.2 Discuss similarities and differences in <i>products</i> across cultures (e.g., menus, clothing)	CMP.9.4.2 Explain similarities and differences in <i>products</i> across cultures (e.g., menus, clothing)	
	CMP.9.K.3 The SLE is not appropriate for this level/course.	CMP.9.1.3 The SLE is not appropriate for this level/course.	CMP.9.2.3 The SLE is not appropriate for this level/course.	CMP.9.3.3 Recognize similarities and differences in <i>perspectives</i> across cultures	CMP.9.4.3 Identify similarities and differences in <i>perspectives</i> across cultures	

Strand: Communities

Content Standard 10: Students will examine ways to use the target language personally and professionally.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Classroom Extensions	<p>CMN.10.K.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p>	<p>CMN.10.1.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p>	<p>CMN.10.2.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p>	<p>CMN.10.3.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p>	<p>CMN.10.4.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p>	<p>R.CCR.7 W.CCR.3, 4, 6, 10 SL.CCR.1, 2, 3, 6 L.CCR.2, 3</p>
	<p>CMN.10.K.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism)</p>	<p>CMN.10.1.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism)</p>	<p>CMN.10.2.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism)</p>	<p>CMN.10.3.2 Identify professions that benefit from proficiency in the target language (e.g., medical, legal, technical, retail, tourism)</p>	<p>CMN.10.4.2 Identify professions that benefit from proficiency in the target language (e.g., medical, legal, technical, retail, tourism)</p>	

Strand: Cultures

Content Standard 4: Students will discuss practices and perspectives from diverse cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
<i>Practices and Perspectives</i>	CLT.4.5.1 Identify cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping)	CLT.4.6.1 Describe cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping)	CLT.4.7.1 Discuss diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)	CLT.4.8.1 Analyze diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)	L.CCR.1, 2, 3, 6
	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)	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)	CLT.4.7.2 Discuss the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., personal space relates to the <i>perspective</i> of comfort zone, inquiries about family members relates to the <i>perspective</i> of extended family, punctuality relates to the <i>perspective</i> of time)	CLT.4.8.2 Examine the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., personal space relates to the <i>perspective</i> of comfort zone, inquiries about family members relates to the <i>perspective</i> of extended family, punctuality relates to the <i>perspective</i> of time)	

Strand: Cultures

Content Standard 5: Students will discuss products and perspectives from diverse cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
<i>Products and Perspectives</i>	<p>CLT.5.5.1 Examine tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p>	<p>CLT.5.6.1 Examine tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p>	<p>CLT.5.7.1 Produce tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p>	<p>CLT.5.8.1 Explore the effects of expressive <i>products</i>, both tangible and intangible, across cultures (e.g., literature, music, art, dance, drama, customs, language)</p>	R.CCR.2 SL.CCR.1, 2, 3
	<p>CLT.5.5.2 Recognize relationships between tangible and intangible cultural <i>products</i> and <i>perspectives</i> (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p>	<p>CLT.5.6.2 Identify relationships between tangible and intangible cultural <i>products</i> and <i>perspectives</i> (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p>	<p>CLT.5.7.2 Discuss the relationships between cultural <i>products</i> and <i>perspectives</i> (e.g., mythology to belief system, personal property to ownership, clothing styles to modesty)</p>	<p>CLT.5.8.2 Examine the relationships between <i>products</i> and <i>perspectives</i> (e.g., mythology to belief system, personal property to ownership, clothing styles to modesty)</p>	

Strand: Connections

Content Standard 6: Students will reinforce understanding of other content areas through the use of a target language.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Content Area Connections	<p>CNN.6.5.1 Discuss concepts learned in other content areas in the target language (e.g., weather, math facts, measurement, animals, insects, geography)</p> <p>CNN.6.5.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p>	<p>CNN.6.6.1 Discuss concepts learned in other content areas in the target language (e.g., geographical terms and concepts, historical facts and concepts, mathematical terms and problems, scientific information)</p> <p>CNN.6.6.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p>	<p>CNN.6.7.1 Discuss concepts learned in other content areas in the target language (e.g., geographical terms and concepts, historical facts and concepts, mathematical terms and problems, scientific information)</p> <p>CNN.6.7.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p>	<p>CNN.6.8.1 Discuss concepts learned in other content areas in the target language (e.g., geographical terms and concepts, historical facts and concepts, mathematical terms and problems, scientific information)</p> <p>CNN.6.8.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p>	<p>R.CCR.3, 4, 7, 8 SL.CCR.1, 4, 6</p>

Strand: Connections

Content Standard 7: Students will acquire information and recognize viewpoints only available through the target language 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	CCSS ELA-Literacy Alignment
Cross-cultural Connections	CNN.7.5.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements)	CNN.7.6.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements)	CNN.7.7.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements)	CNN.7.8.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements)	R.CCR.1, 2, 4, 7 SL.CCR.1, 2, 3
	CNN.7.5.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress)	CNN.7.6.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress)	CNN.7.7.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress)	CNN.7.8.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress)	

Strand: Comparisons

Content Standard 8: Students will compare the target language with the students' primary language.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Linguistic Comparisons	<p>CMP.8.5.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.5.2 Use similarities and differences between the sound and writing systems of English and the target language to make predictions regarding the spelling and/or pronunciation of unfamiliar words</p> <p>CMP.8.5.3 The SLE is not appropriate for this level/course.</p> <p>CMP.8.5.4 Recognize grammatical concepts in the target language</p>	<p>CMP.8.6.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.6.2 The SLE is not appropriate for this level/course.</p> <p>CMP.8.6.3 Identify <i>idiomatic expressions</i> in English and the target language</p> <p>CMP.8.6.4 Discuss similarities and differences in grammatical concepts between English and the target language</p>	<p>CMP.8.7.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.7.2 The SLE is not appropriate for this level/course.</p> <p>CMP.8.7.3 Discuss <i>idiomatic expressions</i> in English and the target language, as appropriate for the grade</p> <p>CMP.8.7.4 Compare and contrast grammatical concepts in English and the target language</p>	<p>CMP.8.8.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.8.2 The SLE is not appropriate for this level/course.</p> <p>CMP.8.8.3 Discuss <i>idiomatic expressions</i> in English and the target language, as appropriate for the grade</p> <p>CMP.8.8.4 Use knowledge of grammatical similarities and differences to improve accuracy in both English and the target language</p>	L.CCR.2, 3, 4, 5, 6

Strand: Comparisons

Content Standard 8: Students will compare the target language with the students' primary language.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Linguistic Comparisons	CMP.8.5.5 Use sounds that are crucial to communicate meaning (e.g., intonations, accented syllables)	CMP.8.6.5 Discuss sounds that are crucial to communicate meaning (e.g., intonations, accented syllables)	CMP.8.7.5 Demonstrate awareness that sound distinctions are crucial for meaningful communication	CMP.8.8.5 Demonstrate awareness that sound distinctions are crucial for meaningful communication	L.CCR.2, 3, 4, 5, 6

Strand: Comparisons

Content Standard 9: Students will compare the target culture(s) with the students' native culture.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Cultural Comparisons	<p>CMP.9.5.1 Explain similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping)</p>	<p>CMP.9.6.1 Compare and contrast similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping)</p>	<p>CMP.9.7.1 Analyze similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, observation of life stages, marriage, rites of passage, belief systems, entertainment)</p>	<p>CMP.9.8.1 Analyze similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p>	<p>R.CCR.7 SL.CCR.1, 2, 3, 6 L.CCR.3</p>
	<p>CMP.9.5.2 Explain similarities and differences in <i>products</i> across cultures (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p>	<p>CMP.9.6.2 Compare and contrast similarities and differences in <i>products</i> across cultures (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p>	<p>CMP.9.7.2 Analyze similarities and differences in <i>products</i> across cultures (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p>	<p>CMP.9.8.2 Analyze similarities and differences in <i>products</i> across cultures (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p>	
	<p>CMP.9.5.3 Describe similarities and differences in <i>perspectives</i> across cultures</p>	<p>CMP.9.6.3 Discuss similarities and differences in <i>perspectives</i> across cultures</p>	<p>CMP.9.7.3 Explain similarities and differences in <i>perspectives</i> across cultures</p>	<p>CMP.9.8.3 Analyze similarities and differences in <i>perspectives</i> across cultures</p>	

Strand: Communities

Content Standard 10: Students will examine ways to use the target language personally and professionally.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Classroom Extensions	<p>CMN.10.5.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games)</p> <p>CMN.10.5.2 Identify professions that benefit from proficiency in the target language (e.g., medical, legal, technical, tourism)</p> <p>CMN.10.5.3 The SLE is not appropriate for this level/course.</p>	<p>CMN.10.6.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games, drama)</p> <p>CMN.10.6.2 Use community resources to gain an understanding of how the target language is beneficial to the regional economy (e.g., career day, job shadowing, Internet)</p> <p>CMN.10.6.3 The SLE is not appropriate for this level/course.</p>	<p>CMN.10.7.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games, drama, social media, texting)</p> <p>CMN.10.7.2 Use community resources to gain an understanding of how the target language is beneficial to the regional economy (e.g., career day, job shadowing, Internet)</p> <p>CMN.10.7.3 Recognize the benefits of target language proficiency in higher educational pursuits</p>	<p>CMN.10.8.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games, drama, social media, texting)</p> <p>CMN.10.8.2 Use community resources to gain an understanding of how the target language is beneficial to the regional economy (e.g., career day, job shadowing, Internet)</p> <p>CMN.10.8.3 Discuss the benefits of target language proficiency in higher educational pursuits</p>	<p>R.CCR.7 W.CCR.3, 4, 6, 10 SL.CCR.1, 2, 3, 6 L.CCR.2, 3</p>

## Glossary for K-8 Foreign Languages Acquisition

Borrowed word	A word or phrase adopted from one language into another with no significant change in spelling or pronunciation (e.g., et cetera, rodeo, kindergarten, plateau, algebra, buffet)
Cognate	A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., fabuloso, liberté, Haus, сестра)
E-pal	Similar to pen pal except that communication takes place using electronic media
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word; a group of words that means something other than the literal translation
Learned phrase	A phrase that has been previously taught and repeatedly practiced
Perspective	An attitude or worldview associated with a particular culture or cultures; a traditional idea, attitude, meaning, or value of members of that society
Practice	A pattern of behavior accepted by a society; knowledge of what to do, when, and where
Product	A concrete (tangible) or abstract (intangible) cultural element of a society
Register	A manner of addressing another according to the title, relationship, or social situation

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