

K-8

Foreign Language Experiences

Curriculum Framework

Revised 2007

K-8 Foreign Language Experiences Curriculum Framework

Strand	Content Standard
Contributions	
1. <i>Linguistic</i> and Cultural Contributions	Students shall recognize <i>linguistic</i> and cultural contributions from diverse societies.
Cultures	
2. <i>Practices</i>	Students shall demonstrate an understanding of diverse cultural <i>practices</i> and <i>perspectives</i> .
3. <i>Products</i>	Students shall demonstrate an understanding of diverse cultural <i>products</i> and <i>perspectives</i> .
Connections	
4. Multicultural Connections	Students shall develop connections to diverse languages and cultures.

The K-8 Foreign Language Experiences Curriculum Framework supports instruction for K-8 students in the area of foreign language experiences as required by the Arkansas Standards for Accreditation.

Strand: Contributions

Standard 1: *Linguistic* and Cultural Contributions

Students shall recognize *linguistic* and cultural contributions from diverse societies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Contributions	<p>CNT.1.K.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, rhymes, dances)</p> <p>CNT.1.K.2 Recognize examples of other languages or cultures in family life (e.g., greetings, holidays, food, transportation, <i>borrowed words</i>)</p>	<p>CNT.1.1.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, stories, plays, dances, calendar terms)</p> <p>CNT.1.1.2 Identify examples of other languages or cultures within a school setting (e.g., greetings, holidays, food, clothing, <i>borrowed words</i>)</p>	<p>CNT.1.2.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, fairy tales, folk tales, dances, calendar terms, courtesy phrases, simple phrases)</p> <p>CNT.1.2.2 Identify examples of other languages or cultures in a neighborhood and community (e.g., greetings, celebrations, food, clothing, housing, customs, <i>borrowed words, cognates</i>)</p>	<p>CNT.1.3.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, tall tales, fables, dances, calendar terms, courtesy phrases, simple phrases)</p> <p>CNT.1.3.2 Discuss contributions of other languages or cultures (e.g., food, music, art, sports/recreation, <i>borrowed words, cognates, word origins</i>)</p>	<p>CNT.1.4.1 Recognize gestures, sounds, or simple words from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, songs, poetry, calendar terms, courtesy phrases, feelings, geographic/physical features)</p> <p>CNT.1.4.2 Examine contributions of other languages or cultures (e.g., food, music, art, sports/recreation, famous international figures, movies, <i>borrowed words, cognates, word origins</i>)</p>

Strand: Cultures

Standard 2: *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.2.K.1 Recognize customs and traditions (e.g., holidays, family life)	CLT.2.1.1 Identify customs and traditions (e.g., holidays, school life)	CLT.2.2.1 Describe customs and traditions (e.g., holidays, community life)	CLT.2.3.1 Discuss customs and traditions (e.g., holidays, community life)	CLT.2.4.1 Examine customs and traditions (e.g., holidays, community life)
	CLT.2.K.2 Recognize similarities and differences in <i>practices</i> across cultures (e.g., holidays, family life)	CLT.2.1.2 Identify similarities and differences in <i>practices</i> across cultures (e.g., holidays, school life)	CLT.2.2.2 Describe similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CLT.2.3.2 Discuss similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life)	CLT.2.4.2 Explain similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life) CLT.2.4.3 Define cultural <i>perspectives</i>

Strand: Cultures

Standard 3: *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>	CLT.3.K.1 Recognize <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys)	CLT.3.1.1 Identify <i>products</i> of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions)	CLT.3.2.1 Discuss various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language) CLT.3.2.2 Discuss <i>products</i> of culture (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)	CLT.3.3.1 Interpret various cultural symbols (e.g., international flags, money, art, verbal and non-verbal language, landmarks, monuments) CLT.3.3.2 Describe various <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)	CLT.3.4.1 Evaluate the significance of various cultural symbols (e.g., landmarks, monuments, architecture) CLT.3.4.2 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)

Strand: Connections

Standard 4: 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.4.K.1 Recognize that there are different languages spoken in the United States	CNN.4.1.1 Recognize that there are different languages spoken in the world	CNN.4.2.1 Recognize the need to communicate with members of other language or cultural groups	CNN.4.3.1 Discuss the need to communicate with members of other language or cultural groups	CNN.4.4.1 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.4.K.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.1.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.2.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.3.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)	CNN.4.4.2 Participate in multicultural activities (e.g., stories, rhymes, poems, songs, arts and crafts, games, celebrations)

Strand: Contributions

Standard 1: *Linguistic* and Cultural Contributions

Students shall recognize *linguistic* and cultural contributions from diverse societies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Contributions	<p>CNT.1.5.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, historical fiction, biographies)</p> <p>CNT.1.5.2 Discuss historical or current contributions of individuals representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migrants, immigrants, athletes)</p>	<p>CNT.1.6.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, historical fiction, autobiographies)</p> <p>CNT.1.6.2 Discuss historical or current contributions of groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migrants, immigrants, athletes)</p>	<p>CNT.1.7.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, legends, myths)</p> <p>CNT.1.7.2 Analyze historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes)</p>	<p>CNT.1.8.1 Recognize gestures, sounds, or simple words and phrases from diverse cultures within content-related materials (e.g., greetings, names, numbers, colors, activities, courtesy phrases, feelings, subject area terms, <i>borrowed words, cognates, word origins</i>, essays, plays)</p> <p>CNT.1.8.2 Analyze historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes)</p>

Strand: Cultures

Standard 2: *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.2.5.1 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.2.6.1 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.2.7.1 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.2.8.1 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.2.5.2 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.2.6.2 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.2.7.2 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.2.8.2 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 3: *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.3.5.1 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.3.6.1 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.3.7.1 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.3.8.1 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.3.5.2 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.3.6.2 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.3.7.2 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.3.8.2 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 4: 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.4.5.1 Examine ways that knowledge of another culture and/or language is used in everyday life	CNN.4.6.1 Investigate ways that knowledge of another culture and/or language is used in everyday life	CNN.4.7.1 Verify ways that knowledge of another culture and/or language is used in everyday life	CNN.4.8.1 Analyze ways that knowledge of another culture and/or language is used in everyday life
	CNN.4.5.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.4.6.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.4.7.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)	CNN.4.8.2 Participate in multicultural activities (e.g., literature, music, art, games, sports, dance, celebrations, fashion shows of traditional dress)

Glossary for K-8 Foreign Language Experiences Curriculum Framework

Borrowed words	Words adopted from another language without change (e.g., et cetera, rodeo, kindergarten, plateau, algebra, buffet)
Cognates	Words from different languages that look alike and have similar meanings (e.g., <u>fabuloso</u> , <u>liberté</u> , <u>Haus</u>)
Linguistic	Of or relating to language
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
Word origins	The source, development, and change of words over time

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