

**BILLINGS PUBLIC SCHOOLS**  
**7<sup>TH</sup> GRADE**  
**EXPLORATORY FOREIGN LANGUAGE**  
**Learning Objectives**

**PHILOSOPHY**

To relate in a meaningful way to another human being one must be able to communicate. Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections. Language learning should be offered in grades K-12 and be a sequential process leading to enjoyable lifelong learning. The earlier a student begins language learning, the more proficient the learner becomes. To study another language and culture gives one the powerful key to successful communication: Knowing how, when, and why to say what to whom. (From Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century, EMC Publishing, 1996.) Classical languages and some American Indian languages will often have a different communication focus than modern languages. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all American Indian languages.

**STATE STANDARDS**

**COMMUNICATION**

- I. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.**
- II. Students understand and interpret spoken and written language on a variety of topics.**
- III. Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.**

**CULTURES**

- IV. Students demonstrate an understanding of the relationship between the perspectives, practices, and product/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.**

**CONNECTIONS**

- V. Students reinforce and increase his/her knowledge of other disciplines through world languages.**
- VI. Students acquire information and perspectives through authentic materials on world languages and within cultures.**

**COMPARISONS**

- VII. Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.**
- VIII. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.**

**COMMUNITIES**

- IX. Students apply language skills and cultural knowledge in daily life.**

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The learner will:

1. repeat and pronounce correctly words and phrases through role-plays, songs, and formulating questions and answers.
2. learn vocabulary to greet people.
3. learn vocabulary to say good-bye to people.
4. learn vocabulary to ask people how they are.
5. learn vocabulary to ask and tell names.
6. learn vocabulary to express simple courtesies.
7. learn vocabulary to tell the days of the week.
8. learn vocabulary to tell the months of the year.
9. count from 1 to 60.
10. be introduced to the following grammar concepts: simple punctuation and capitalization and agreement of nouns and adjectives.

**CULTURES**

- IV. Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studies, and use this knowledge to interact effectively in cultural contexts.**

The learner will:

11. be introduced to common and appropriate gestures of the target culture.
12. listen to authentic music from the target culture.
13. be introduced to customs and traditions of the target culture.
14. be introduced to traditional foods of the target country.
15. be introduced to countries where the target language is spoken.
16. identify the similarities of the target language with Montana American Indian cultures.

**CONNECTIONS**

- V. Students reinforce and increase his/her knowledge of other disciplines through world languages.**
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The learner will:

17. be introduced to additional languages through on-line technology (i.e. [www.travlang.com/languages](http://www.travlang.com/languages))

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- VII. Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.**
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