

World Language Standards Template
World Language - Grade Level (Expanding Menu)
Early Years

The Early Years language program focuses on emerging language ability and appreciation of a culture and way of expression different from what the student may have previously experienced. Students learn the value of communication in another language through songs, story-telling, vocabulary enrichment and basic conversations in the form of answering questions about themselves.

Early Years language instruction at BT follows the framework of language acquisition created by ACTFL (American Council on the Teaching of Foreign Languages). ACTFL's Proficiency Benchmarks and Can Do Statements chart the progression and growth of fundamental language skills, and this framework is at the core of language instruction at every level at Brownell Talbot. ACTFL's framework is designed to illustrate the growth of language proficiency for older learners, but our youngest students demonstrate the same emerging proficiencies as those shown on the ACTFL scale. However, they do so in an age appropriate manner. ACTFL's four primary skills of second language learning are incorporated throughout the curriculum from Early Years to Upper School. They have been adapted to reflect how they are utilized with Early Childhood students.

Fundamental Language Skill: Interpretive Communication

Standard:

Proficiency Benchmark: Students at this level work to identify basic information and topics from very familiar contexts. Students recognize practiced or memorized words, phrases and simple sentences through texts, songs and spoken conversation.

Continuum Proficiency Scale

- I can recognize a few individual words of a read aloud story.
- I can recognize greetings and leave-taking expressions along with statements of being.

Fundamental Language Skill: Interpersonal Communication

Standard:

Proficiency Benchmark: Students at this level can answer simple questions on familiar topics, using practiced or memorized words and phrases. They can communicate with the help of gestures or visuals.

Continuum Proficiency Scale

- I can introduce myself and greet others.
- I can tell others how I am feeling.

Fundamental Language Skill: Presentational Communication

Standard:

Proficiency Benchmark: Students at this level can present information on familiar topics using practiced or memorized words and phrases.

Continuum Proficiency Scale

- I can say my name to introduce myself.
- I can present members of my family looking at a picture.
- I can say numbers from 1-10 and the 11 main colors.

Fundamental Language Skill: **Intercultural Communication**

Standard:

Proficiency Benchmark: Students at this level can interact with cultural traditions and recognize similarities and differences between their traditions at home and what they learn in school.

Continuum Proficiency Scale Writing Tasks

- I can recognize traditional songs sung in French.
- I can recognize French food and some famous monuments.