Georgia Performance Standards for Modern Languages - Grade 2

(Five-Day Model)

Course Description

The Grade 2 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 some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

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

Student Profile (Grade 2)

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-Mid to Junior Novice-High)

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.

Junior Novice-High

Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.
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Oral Fluency (Junior Novice-Mid to Junior Novice-High)

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.

Junior Novice-High
Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Grammar (Speaking) (Junior Novice-Mid to Junior Novice-High)

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.

Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Vocabulary (Speaking) (Junior Novice-Mid to Junior Novice-High)

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.

Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

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.
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Student Profile (Grade 2)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Mid to Novice-High)
Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.

Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Interpretive Communication, Listening (Novice-Mid to Novice-High)
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.

Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Interpretive Communication, Reading (Novice-Mid to Novice-High)
Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Presentational Communication, Spoken Production (Novice-Mid to Novice-High)
Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Presentational Communication, Writing (Novice-Mid to Novice-High)
Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.
Georgia Performance Standards for Modern Languages - Grade 2

Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

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 2

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE2.IP1 Students exchange simple spoken language 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. ask for clarification.
E. give simple descriptions.
F. comprehend basic directions.
G. provide responses based on topics such as self, family, school, etc.
H. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLE2.IP2 Students demonstrate skills necessary to sustain brief oral exchanges in the target language.

Students:

A. initiate, participate in and close brief oral exchanges.
B. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLE2.INT1 Students demonstrate understanding of simple spoken and written language presented 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 and reading comprehension.
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MLE2.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
Students:

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE2.P1 Students present brief material orally in the target language.
Students:

A. present songs, poems, simple dialogues etc…
B. share information and give brief descriptions about self, others and surroundings.

MLE2.P2 Students demonstrate writing skills in the target language.
Students:

A. write simple sentences about self, others and surroundings.
B. label pictures and write short lists of words.

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

MLE2.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.
C. identify selected symbols and landmarks of target cultures.

III. Connections, Comparisons, and Communities (CCC)

MLE2.CCC1 Students make links between the target language and other subjects.
Students:

A. connect skills learned in the target language with other subjects.
B. connect skills learned in other subjects with skills learned in the target language.
**Georgia Performance Standards for Modern Languages - Grade 2**

**MLE2.CCC2**  Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.

Students:

A. identify age-appropriate patterns of cultural behavior and interaction.
B. compare cultural products, practices and perspectives.

**MLE2.CCC3**  Students demonstrate an understanding of basic similarities and differences among languages.

Students:

A. compare patterns of spoken communication such as intonation and pronunciation.
B. compare patterns of written communication such as punctuation and capitalization.

**MLE2.CCC4**  Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.

Students:

A. document encounters with the target language beyond the classroom setting.
B. document encounters with the target cultures beyond the classroom setting.
Georgia Performance Standards for Modern Languages - Grade 2

Modern Languages Grade 2: 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 2. It is important to remember that typical Grade 2 students will exhibit varying levels of proficiency.

Skills Developed in Grade 2

The students:
MLE2.IP1A Use basic greetings, farewells, and expressions of courtesy, in oral form.
MLE2.IP1B Express likes, dislikes, emotions, agreement and disagreement.
MLE2.IP1C Make simple requests.
MLE2.IP1D Ask for clarification.
MLE2.IP1E Give simple adjectives
MLE2.IP1F Comprehend basic directions.
MLE2.IP1G Provide responses based on topics such as self, family, school, etc.
MLE2.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0-100 in context.
MLE2.IP2A Initiate, participate in and close brief oral exchanges.
MLE2.IP2B Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.
MLE2.INT1A Understand simple instructions, such as classroom procedures.
MLE2.INT1B Demonstrate proficiency in listening and reading comprehension.
MLE2.INT2A Differentiate among statements, questions, and exclamations.
MLE2.INT2B Recognize basic gestures, body language, and intonation that clarify a message.
MLE2.P1A Present songs, poems, simple dialogues etc.
MLE2.P1B Share information and give brief descriptions about self, others and surroundings.
MLE2.P2A Write simple sentences about self, others and surroundings.
MLE2.P2B Label pictures and write short lists of words.
MLE2.CU1A Demonstrate knowledge of typical practices and products and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions etc.
MLE2.CU1B Participate in culturally-authentic simulations.
MLE2.CU1C Identify selected symbols and landmarks of target cultures.
MLE2.CCC1A Connect basic skills learned in the target language with other subjects.
MLE2.CCC1B Connect skills learned in other subjects with skills learned in the target language.
MLE1.CCC2A Identify age-appropriate patterns of cultural behavior and interaction.
MLE1.CCC2B Compare cultural products, practices, and perspectives.
MLE1.CCC3A  Compare patterns of spoken communication such as intonation and pronunciation.
MLE1.CCC3B  Compare patterns of written communication such as punctuation and capitalization.
MLE1.CCC4A  Document encounters with the target language beyond the classroom setting.
MLE1.CCC4B  Document encounters with the target cultures beyond the classroom setting.
Modern Languages Grade 2: 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, and Places

Customs and Etiquette

Family and Friends

Foods

Geography

Homes Numbers

Parts of the Body

School and Classroom Routine

Self

Senses

Shapes, Sizes

Plants and Animals

Transportation

Time and 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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<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 expressive.</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>Vocabulary (Speaking)</strong></td>
<td>- Uses single words in very specific topic areas in predictable contexts.</td>
<td>- May use greetings and polite expressions accurately.</td>
<td>- Lacks an awareness of grammar and syntax.</td>
<td>- Uses words in context. Other words or phrases may be used, but are not used in context.</td>
<td>- Does not create a sentence level with conjugated verbs.</td>
<td>- Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated.</td>
<td><em>In some cases, may use non-standard varieties of grammar.</em></td>
<td>- Uses a variety of common verbs in present tense (constructions may be incorrect) in sentences.</td>
<td>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</td>
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<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>- Follows conversation at a fairly normal rate.</td>
<td>- Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</td>
<td>- Carries out commands without prompting.</td>
<td>- Understands longer stretches of connected speech on a normal rate of speech.</td>
<td>- Seldom has problems comprehending everyday topics. (Can request clarification verbally.)</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)**

<table>
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<tr>
<th>ACTFL</th>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
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<tbody>
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<td><strong>Listenting</strong></td>
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<tr>
<td>Low</td>
<td>I can understand a few familiar words. I can comprehend words or phrases, especially those that are similar to words in my own language.</td>
<td>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 some extended speech and lectures, even when somewhat complicated.</td>
<td>I can understand any kind of spoken language, including most accents and dialects.</td>
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<td>Mid</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 ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.</td>
<td>I can understand extended speech on unfamiliar topics delivered through a variety of media.</td>
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<tr>
<td>High</td>
<td>I can understand main ideas and a few details in sentences, short conversations and some forms of media.</td>
<td>I can understand some extended speech on unfamiliar topics delivered through a variety of media.</td>
<td>I can understand most forms of media with little effort.</td>
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<tr>
<td><strong>Reading</strong></td>
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<td>Low</td>
<td>I can read familiar words and phrases, and simple memorized phrases.</td>
<td>I can read the main idea and some details in some texts that contain familiar vocabulary.</td>
<td>I can understand the main ideas and some details in texts that contain familiar vocabulary.</td>
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<tr>
<td>Mid</td>
<td>I can read familiar words and phrases. I can answer simple questions.</td>
<td>I can understand the main idea and the most details in texts that contain familiar vocabulary.</td>
<td>I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.</td>
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<tr>
<td>High</td>
<td>I can read simple words or phrases, and read familiar words and phrases.</td>
<td>I can understand the main idea and many details in some 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>
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<tr>
<td><strong>Person to Person Communication</strong></td>
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<td>Spoken production</td>
<td>I can use simple words and simple memorized phrases.</td>
<td>I can use simple words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
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<tr>
<td>Low</td>
<td>I can use simple words and simple memorized phrases to provide information about myself, and my immediate surroundings.</td>
<td>I can use simple words and simple memorized phrases to provide information about familiar topics.</td>
<td>I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.</td>
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<tr>
<td>Mid</td>
<td>I can use simple words and simple memorized phrases to provide information about familiar topics and in my immediate surroundings.</td>
<td>I can use simple words and sentences to provide information about familiar topics.</td>
<td>I can deliver a clearly articulated presentation on professional topics. I can take an active part in conversations and in some complicated situations.</td>
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<tr>
<td>High</td>
<td>I can use simple words and sentences to provide information about familiar topics.</td>
<td>I can connect basic sentences in order to describe experiences, events, and opinions. I can connect sentences in order to describe experiences, events, and opinions.</td>
<td>I can deliver a clearly articulated presentation on personal, academic, or professional topics.</td>
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<tr>
<td><strong>Writing</strong></td>
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<td>Low</td>
<td>I can write simple descriptions and short messages, and provide information on familiar topics.</td>
<td>I can write about familiar topics and experiences in series of sentences.</td>
<td>I can express ideas on a variety of topics and in some abstract topics.</td>
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<tr>
<td>Mid</td>
<td>I can write simple descriptions and short messages, and provide information on familiar topics.</td>
<td>I can write about familiar topics and experiences in series of sentences.</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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</tr>
<tr>
<td>High</td>
<td>I can write simple descriptions and short messages, and provide information on familiar topics.</td>
<td>I can write about familiar topics and experiences in series of sentences.</td>
<td>I can express myself with fluency and on professional topics. I can usually adapt my language to the situation.</td>
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* *Entering* Beginning Developing Expanding Bridging Reaching C2-Distinguished

* 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.

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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