

World Languages
Prince William County Public Schools

I. Introduction to the World Language Elementary School Pacing Guide at-a-Glance, K-5

- A. Research-Based & Prince William County Schools Program Model: The Prince William County Schools (PWCS) elementary instructional program model is based on one of the three models most recognized in the profession: a content-related, FLES model; the other two models are exploratory and immersion, partial, one way or dual immersion.

In this FLES program model, students learn some basic skills mostly in listening and speaking but also as they are able to, to read and write. These skills focus on: every day phrases, simple question and responses, vocabulary based on themes about themselves, their family, friends, home, neighborhood, and school, and, as is possible, integrating concepts related to math, science, social studies, art, and music of the grade-level standards.

- B. The PWCS Two Elementary School Types: In PWCS there are two school types:

- 1) A Specialty Elementary School: Tyler, Mullen, Signal Hill, Enterprise, Lake Ridge, and River Oaks
- 2) A primary years International Baccalaureate school: Antietam, Rosa Parks, Ellis, and Buckland Mills

However, the Instructional delivery is the same model in all elementary schools with a world language program. In this model, the world language, French or Spanish, is taught within the specials (art, music, library, PE) time or as a separate class in a rotation of once every week to once every twelve days for about a 45-minute period each class time. This frequency averages about 25 hours of total instructional time in a calendar year.

- C. The Virginia Department of Education Standards for World Languages: Virginia does not have specific Standards of Learning (SOLs) curriculum for the elementary grades in world languages at this time. The current Virginia Department of Education (VDOE) world language Standards of Learning created in 2014 identify the SOLs for world language formal study in levels one through advanced which require a minimum of 140 clock or instructional hours for each level of study, traditionally offered in middle school and high school due to the fact that course completion earns students a Carnegie credit towards graduation or diploma requirements. See all the VASOLs for modern Roman alphabet and non-Roman alphabet languages at (http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/index.shtml).

The VDOE created another accompanying document to the VA world language SOLS in 2015 called, “Implementing the World Language SOLs in Virginia Classrooms-A Guide for Teachers” found at http://www.doe.virginia.gov/instruction/foreign_language/guide/index.shtml Within the introduction of this document, the following statement on page 8 alludes to instruction in the elementary grades:

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Pacing Guide at-a-Glance

World Languages Prince William County Public Schools

The Integration of Proficiency into Levels of Study

“A number of Virginia public schools now offer a variety of world language programs in addition to traditional levels: Foreign Languages in Elementary Schools (FLES); immersion programs; and long-term continued, articulated K-12 programs. In order for the current *Foreign Language Standards of Learning* to be applicable to this breadth of language programs, the scope of the standards of learning must be broadened.

Additionally, students are beginning their study of world languages at different ages and/or grade levels (i.e., pre-kindergarten, elementary school, middle school, high school), and the current standards of learning do not address the expectations and goals of language performance for students of varying ages and grade levels. The smooth transition from level to level and from school to school by students who enroll in world language programs at various ages and grade levels can be ensured by considering the age appropriateness of content and performance, as well as the psychological development of the language learners.”

Since its inception and under the supervision of the world language supervisor, the PWCS world language elementary program model, curriculum, and instruction have followed the profession’s core practices and guidance from our national organization, The American Council on the Teaching of Foreign Languages (ACTFL), www.actfl.org and other research-based elementary practices of Dr. Gladys Lipton and then the research of Dr. Helena Curtain and Dr. Carol Ann Dahlberg, and others. In fact, Dr. Gladys Lipton served as an on-going consultant to PWCS through the first several years of implementation of the FLES program model and professional development included all key stake holders such as: grade level and world language teachers, principals, and various Student Learning supervisors.

NOTE: The VASOLs’ standards for level one of a modern Roman alphabet world language are based on the five goals or Cs: Communication, Cultures, Connections, Comparisons, and Communities, listed below, and can be broadly adapted to the elementary level although these standard outcomes presume students have had 140 hours of formal instruction a year or a minimum of 3 hours per week either 50 minutes daily or 90 minutes every other day during an entire school year in order to master these standards. ALL PWCS curriculum units, using the following common template with the Outcomes section is based on the VDOE 2014 SOL world language standards for level one. Given the average number of hours of instruction in the current elementary program model, only the standards highlighted in blue might be mastered by the end of fifth grade by non-native speakers of French or Spanish students.

This is a far different reality for the PWCS elementary program model and since research supports frequency as a more important variable than intensity of instruction in the early grades; skill development at this novice low level (the first level of proficiency based on the ACTFL proficiency pyramid of levels of skill, per page 10 of the VDOE Guide for Teachers (http://www.doe.virginia.gov/instruction/foreign_language/guide/section-1_intro_proficiency.pdf), will be limited to basic memorization and recited familiar words, phrases, sentences, and questions.

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Pacing Guide at-a-Glance

Elementary World Languages

Updated: 3/20/2020 12:43 PM

World Languages
Prince William County Public Schools

Stage 1 - Desired Outcomes

Established Goals

Virginia Foreign Language Standards of Learning: Modern World Languages Roman-Alphabet, Level 1

Interpersonal Communication

WI.1 The student will exchange simple spoken and written information in the target language.

1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
2. Express likes and dislikes, requests, descriptions, and directions.
3. Ask and answer questions about familiar topics such as family members, personal belongings, school and leisure activities, time, and weather.

WI.2 The student will sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.

1. Initiate, sustain, and close brief oral and written exchanges with emphasis on present time.
2. Use proper formal and informal forms of address in familiar situations.
3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

WI.3 The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.

1. Identify key words, cognates and some formulaic expressions when listening and reading.
2. Comprehend simple, culturally authentic oral and written materials that use familiar vocabulary and formulaic expressions with contextual support.
3. Follow simple instructions.

WI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.

1. Differentiate among basic types of statements, questions, and exclamations.
2. Use basic, culturally appropriate gestures, body language, and intonation to clarify the message.

Presentational Communication: Speaking and Writing

WI.5 The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present basic information gathered from informal conversations, class presentations, interviews, readings, and a variety of media sources.
2. Present basic information about topics such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.
3. Demonstrate increasing attention to accurate intonation and pronunciation.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.
5. Write simple sentences on familiar topics in short paragraph style.

**The VDOE does not have elementary-specific standards for World Languages*

World Languages
Prince William County Public Schools

WI.6	The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and songs. <ol style="list-style-type: none">1. Use appropriate verbal and nonverbal techniques.2. Communicate coherent ideas using appropriate visual and technological support.
Cultural Perspectives, Practices, and Products	
WI.7	The student will develop an awareness of common perspectives, practices, and products of the cultures in which the target language is spoken. <ol style="list-style-type: none">1. Identify main viewpoints of the cultures, such as those relating to time, education, transportation, and the roles of family members.2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.4. Identify some products of the cultures which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, language, and symbols.
WI.8	The student will recognize that perspectives, practices, and products of the cultures studied are interrelated. <ol style="list-style-type: none">1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.2. Identify major cities, regions, and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.
Making Connections through Language	
WI.9	The student will connect information about the target language and culture(s) with concepts studied in other subject areas. <ol style="list-style-type: none">1. Identify the use of target language and culture in other subject areas.2. Relate content from other subject areas to topics discussed in the target-language class.
Linguistic and Cultural Comparisons	
WI.10	The student will compare basic elements of the target language to those of English and other languages. <ol style="list-style-type: none">1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.2. Recognize differences in sound systems including basic sound distinctions and intonation patterns and their effects on the communication of meaning.
WI.11	The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States. <ol style="list-style-type: none">1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.2. Recognize differences in social practices and personal interactions among cultures.3. Recognize differences in unique elements of the student's own culture.
Interacting in School and Global Communities	
WI.12	The student will explore situations in which to use target-language skills and cultural knowledge beyond the classroom setting for

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World Languages
Prince William County Public Schools

recreational, educational, and occupational purposes.

1. Find and present examples of the target language and the cultures studied gathered from interaction with target language speakers, and authentic media or technology.
2. Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.

Virginia Proficiency Target: Novice-Low (End-of-Unit Target); Novice-Mid (End-of-Year Target)

http://www.doe.virginia.gov/instruction/foreign_language/guide/section-1_intro_proficiency.pdf (see p. 26-27)

WIDA English Language Development (ELD) Standards

https://pwcps-my.sharepoint.com/:b:/g/personal/cartlial_pwcs_edu/ERqk8owMvMBGswFfmIcnJgkB7HXG58E0LthwLChrdPCkpw?e=g64O76

ELD Standard 1: Social and Instructional language (English language learners communicate for Social and Instructional purposes within the school setting)

- D. **Core Practices or Best Instructional Delivery in K-12 Programs:** Today's world language instructional practices are listed below in the visual created by our national organization, ACTFL for the profession, K through grade 12. They represent a departure from past traditional practices where English and teacher talk dominated. In the elementary grades, students should be repeating, asking and answering in pairs similar to the "Turn and Talk" strategy 80% of classroom time, being immersed in French or Spanish through those practices after modeled in a real-life context by the teacher. The key vocabulary or concepts may also be practiced by students within songs, rhymes, physical response-type activities which require students to listen to simple readings, sentences and either/or responses, but always in French or Spanish, and limiting the use of English to no more than 10% of class time.

For elementary purposes, the first core practice listed below is **the most important**, maintaining a 90% French and Spanish dominated class; the second and third core practices, are to ensure the teacher and the students are using the language, even if simple words and phrases in a typical real-life context, hence the use of *Can Do* learning targets; the third practice of backward design is already accomplished in our Pacing Guide themes and all K-12 content as that is how PWCS created all of the world language curriculum themes, planning from the Advanced Placement themes used in a level 5 class and backwards down to kindergarten, ensuring a vertical alignment, and the last and fifth practice of feedback is easily accomplished by teachers simply circulating among students while they are repeating words or phrases in *Turn and Talk type pair practices* and providing specific comments to students in French and Spanish like, "I can understand your words; You are saying the names just like a French-/Spanish-speaker; Can you repeat that word to me/ to Roberto one more time?"

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Pacing Guide at-a-Glance

World Languages
Prince William County Public Schools

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



- E. **Elementary Student Progress Monitoring and Reporting:** Given the limited and infrequency of instructional time and the fact that almost all teachers teach all students in a school except for Lake ridge ES, it is not realistic to provide grades or specific feedback every marking period and for every student. Skill-building progress in a new language requires on-going exposure and practice for mastery and research data speaks to the importance of frequency of instruction being more effective at the early grades than intensity. For example, it would be more effective to meet twice a week for 20/25 minutes than to meet once a week for 45/50 minutes, especially in the primary grades.

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Pacing Guide at-a-Glance

Updated: 3/20/2020 12:43 PM

World Languages
Prince William County Public Schools

The entire school staff and parents, however, need to be informed of the total number of hours of instruction that any reporting represents to enlist their knowledge and understanding of their child's opportunity to learn the skills for that period of time. They should also know the longitude scope of the skill development through the grade level sequence, as presented in a Pacing Guide at-a Glance for grades K-5.

The most effective and efficient way to monitor students' achievement is for:

- 1) For progress monitoring, teachers may use a three visual rating rubric (green, yellow, red circle) or numeric rubric (3, meets; 2, almost meets; 1, does not meet but trying) rating to show the extent to which each student is learning a function or "Can Do" statement for a designated marking period or semester and at certain grade levels

- 2) Teachers use a separate Progress Report created by PWCS world language program for parents of designated grades, perhaps 1, 3 and 5, listing functions for the marking period/semester and provide feedback to parents on their child's progress in learning, the first and last marking periods.

World Languages
Prince William County Public Schools

Pacing Guide at-a-Glance for Elementary, Kindergarten

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Unit 1: My Personal Identity <i>I can...</i>	Unit 2: My Life at School <i>I can...</i>	Unit 3: My Family and Friends <i>I can...</i>	Unit 4: My Community <i>I can...</i>
Interpersonal Communication <input type="checkbox"/> say hello and goodbye to my teacher and friends <input type="checkbox"/> ask and answer “how are you?”	Interpersonal Communication <input type="checkbox"/> say hello and goodbye to my teacher and friends <input type="checkbox"/> ask and answer “how are you?”	Interpersonal Communication <input type="checkbox"/> ask and answer “how are you?”	Interpersonal Communication <input type="checkbox"/> ask and answer “how are you?”
Presentational Speaking <input type="checkbox"/> count from 0 to 10 <input type="checkbox"/> greet according to the time of day <input type="checkbox"/> say if I am happy or sad <input type="checkbox"/> answer “what’s your name?”	Presentational Speaking <input type="checkbox"/> say if it’s hot or cold	Presentational Speaking <input type="checkbox"/> identify my parents and myself	Presentational Speaking <input type="checkbox"/> Identify community helpers with picture clues
Presentational Writing <input type="checkbox"/> label the parts of the face	Presentational Writing <input type="checkbox"/> copy a few basic school supplies (pencil, crayons, paper)	Presentational Writing <input type="checkbox"/> label the words for my parents and myself	Presentational Writing <input type="checkbox"/> label community helpers (police officer, teacher, doctor, nurse, fire fighter)
Interpretive Listening <input type="checkbox"/> understand basic greetings and farewells <input type="checkbox"/> understand when someone asks for my name	Interpretive Listening <input type="checkbox"/> understand and follow basic commands <input type="checkbox"/> recognize colors (red, blue, green, yellow)	Interpretive Listening <input type="checkbox"/> Recognize family members (mom, dad, me)	Interpretive Listening <input type="checkbox"/> recognize the farm animals
Interpretive Reading N/A*	Interpretive Reading N/A	Interpretive Reading N/A	Interpretive Reading <input type="checkbox"/> match the community helper with the picture clue

*N/A = Not developmentally appropriate

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World Languages
Prince William County Public Schools

Pacing Guide at-a-Glance for Elementary, First Grade

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Unit 1: My Personal Identity <i>I can...</i>	Unit 2: My Life at School <i>I can...</i>	Unit 3: My Family and Friends <i>I can...</i>	Unit 4: My Community <i>I can...</i>
Interpersonal Communication <input type="checkbox"/> ask and answer “what’s your name?” <input type="checkbox"/> ask and answer “how are you?”	Interpersonal Communication <input type="checkbox"/> ask and answer what the weather is like (windy, rainy, sunny, or snowy)	Interpersonal Communication <input type="checkbox"/> ask and respond, “who is...?” question (brother, sister, dog, cat, fish) with picture clues	Interpersonal Communication <input type="checkbox"/> ask and answer “where is...?”
Presentational Speaking <input type="checkbox"/> say if I am tired or angry <input type="checkbox"/> count from 11 to 20	Presentational Speaking <input type="checkbox"/> say what day of the week it is <input type="checkbox"/> say if it is windy, rainy, sunny, or snowy <input type="checkbox"/> say the appropriate greeting for the time of day	Presentational Speaking <input type="checkbox"/> identify and name my siblings and pets using a picture	Presentational Speaking <input type="checkbox"/> say the place in the community (school, police station, fire station, hospital)
Presentational Writing <input type="checkbox"/> label the body (head, shoulders, knees, feet, arms, legs, hands)	Presentational Writing <input type="checkbox"/> copy familiar phrases related to weather (it is cold, it is hot) <input type="checkbox"/> label familiar clothing items (t-shirt, pants, shoes)	Presentational Writing <input type="checkbox"/> copy the family members that I am learning	Presentational Writing <input type="checkbox"/> label countries in North America
Interpretive Listening <input type="checkbox"/> point to the part of the body I hear	Interpretive Listening <input type="checkbox"/> understand and follow basic commands (up, down, left, right, etc.) <input type="checkbox"/> recognize additional colors (white, black, brown, purple, orange, pink)	Interpretive Listening <input type="checkbox"/> understand when people name the members of their family	Interpretive Listening <input type="checkbox"/> find the place in the community on a map following basic commands (left/school, right/hospital)
Interpretive Reading <input type="checkbox"/> read and point to the corresponding body part (choral reading, word charts, matching pictures)	Interpretive Reading <input type="checkbox"/> label school supplies with a word bank <input type="checkbox"/> sort clothes depending on the temperature	Interpretive Reading <input type="checkbox"/> match family members using a word bank	Interpretive Reading <input type="checkbox"/> match the community helper with the place of work (firefighter/fire station) <input type="checkbox"/> match the stages of the life cycle using a word bank

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Pacing Guide at-a-Glance

Updated: 3/20/2020 12:43 PM

World Languages
Prince William County Public Schools

Pacing Guide at-a-Glance for Elementary, Second Grade

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Unit 1: My Personal Identity <i>I can...</i>	Unit 2: My Life at School <i>I can...</i>	Unit 3: My Family and Friends <i>I can...</i>	Unit 4: My Community <i>I can...</i>
Interpersonal Communication <input type="checkbox"/> ask and answer “how are you?” in a variety of ways	Interpersonal Communication <input type="checkbox"/> ask and answer “do you have?” (school supplies)	Interpersonal Communication <input type="checkbox"/> ask and respond, “who is...?” question (grandparents, baby) with picture clues	Interpersonal Communication <input type="checkbox"/> ask and answer “do you like?” using fruits and vegetables
Presentational Speaking <input type="checkbox"/> say how I feel (review & expand) <input type="checkbox"/> count from 21 to 31 <input type="checkbox"/> say my age	Presentational Speaking <input type="checkbox"/> say what month it is <input type="checkbox"/> answer “when is your birthday?” <input type="checkbox"/> say if the weather is good or bad	Presentational Speaking <input type="checkbox"/> identify and name my grandparents and baby using a picture	Presentational Speaking <input type="checkbox"/> identify and name the amount and color of fruits and vegetables (There are/I see...)
Presentational Writing <input type="checkbox"/> label the body (toes, fingers, back, stomach, neck)	Presentational Writing <input type="checkbox"/> copy & label additional clothing related to weather	Presentational Writing <input type="checkbox"/> write how many family members I have (I have one brother; I have two cats)	Presentational Writing <input type="checkbox"/> label the two oceans that surround North America <input type="checkbox"/> label the parts of a plant
Interpretive Listening <input type="checkbox"/> point to the part of the body I hear	Interpretive Listening <input type="checkbox"/> understand and follow basic commands (up, down, left, right, etc.) <input type="checkbox"/> recognize additional colors (white, black, brown, purple, orange, pink)	Interpretive Listening <input type="checkbox"/> understand when people name the members of their family	Interpretive Listening <input type="checkbox"/> identify fruits and vegetables
Interpretive Reading <input type="checkbox"/> read and point to the corresponding body part (choral reading, word charts, matching pictures)	Interpretive Reading <input type="checkbox"/> label additional clothes with a word bank <input type="checkbox"/> sort additional clothes depending on the weather	Interpretive Reading <input type="checkbox"/> match family members using a word bank	Interpretive Reading <input type="checkbox"/> match fruits and vegetables using a word bank <input type="checkbox"/> label the parts of a plant

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World Languages
Prince William County Public Schools

Pacing Guide at-a-Glance for Elementary, Third Grade

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Unit 1: My Personal Identity <i>I can...</i>	Unit 2: My Life at School <i>I can...</i>	Unit 3: My Family and Friends <i>I can...</i>	Unit 4: My Community <i>I can...</i>
Interpersonal Communication <input type="checkbox"/> ask and answer “how are you?” in a variety of ways <input type="checkbox"/> ask and answer how I feel	Interpersonal Communication <input type="checkbox"/> ask and answer “when is your birthday?” (day/month) <input type="checkbox"/> ask and answer “what is the weather?”	Interpersonal Communication <input type="checkbox"/> ask and respond, “who is...?” question (cousins, aunts, uncles, and stepparents) with picture clues	Interpersonal Communication <input type="checkbox"/> ask and answer “do you like?” (food)
Presentational Speaking <input type="checkbox"/> describe how others feel <input type="checkbox"/> count from 32 to 50	Presentational Speaking <input type="checkbox"/> say the date	Presentational Speaking <input type="checkbox"/> identify and name my cousins, aunts, uncles, and stepparents using a picture	Presentational Speaking <input type="checkbox"/> talk about my favorite animal (arctic and desert)
Presentational Writing <input type="checkbox"/> label the pictures with the appropriate hair and eye color	Presentational Writing <input type="checkbox"/> complete a class schedule using a word bank	Presentational Writing <input type="checkbox"/> write how many family members I have (I have one aunt; I have two cousins)	Presentational Writing <input type="checkbox"/> use a sentence frame to categorize animals according to their habitat (arctic and desert) <input type="checkbox"/> label the continents on a map
Interpretive Listening <input type="checkbox"/> color a picture of a family based on an oral description (the dad has brown hair; the baby has blue eyes)	Interpretive Listening <input type="checkbox"/> show the time I hear on a clock <input type="checkbox"/> select clothing depending on the weather/season described	Interpretive Listening <input type="checkbox"/> understand when people name the members of their family	Interpretive Listening <input type="checkbox"/> identify the animal based on oral description
Interpretive Reading <input type="checkbox"/> label the pictures with the appropriate hair and eye color	Interpretive Reading <input type="checkbox"/> complete a class schedule using a word bank	Interpretive Reading <input type="checkbox"/> match family members using a word bank	Interpretive Reading <input type="checkbox"/> sort food in different ways using a word bank

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World Languages
Prince William County Public Schools
Pacing Guide at-a-Glance for Elementary, Fourth Grade

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Unit 1: My Personal Identity <i>I can...</i>	Unit 2: My Life at School <i>I can...</i>	Unit 3: My Family and Friends <i>I can...</i>	Unit 4: My Community <i>I can...</i>
Interpersonal Communication <input type="checkbox"/> ask and answer “where are you from?” or “where do you live?”	Interpersonal Communication <input type="checkbox"/> ask and answer “when is your birthday?” (day/month) <input type="checkbox"/> ask and answer “what is the date?”	Interpersonal Communication <input type="checkbox"/> ask and respond, “how many... do you have?” (family members)	Interpersonal Communication <input type="checkbox"/> ask and answer either/or questions about likes, dislikes, and preferences
Presentational Speaking <input type="checkbox"/> describe how I feel (hungry, thirsty, tired, scared) <input type="checkbox"/> count from 51 to 100 <input type="checkbox"/> describe my physical appearance <input type="checkbox"/> say United State in the target language	Presentational Speaking <input type="checkbox"/> describe the weather according to the season <input type="checkbox"/> describe what someone is wearing	Presentational Speaking <input type="checkbox"/> describe family members	Presentational Speaking <input type="checkbox"/> talk about my favorite animal (rainforest and forest)
Presentational Writing <input type="checkbox"/> describe my physical appearance	Presentational Writing <input type="checkbox"/> complete a class schedule using time, subject, and location	Presentational Writing <input type="checkbox"/> describe family members	Presentational Writing <input type="checkbox"/> create a menu for a target language restaurant <input type="checkbox"/> label the oceans <input type="checkbox"/> use a sentence frame to categorize animals according to their habitat (rainforest and forest)
Interpretive Listening <input type="checkbox"/> choose the correct picture according to the description I hear (feeling /physical)	Interpretive Listening <input type="checkbox"/> show the time I hear on a clock (to the half hour) <input type="checkbox"/> find the place in the school on a map following basic commands (left/library, right/gym)	Interpretive Listening <input type="checkbox"/> understand descriptions of family members	Interpretive Listening <input type="checkbox"/> identify the animal based on oral description
Interpretive Reading <input type="checkbox"/> draw a picture based on the description I read about physical appearance or feelings	Interpretive Reading <input type="checkbox"/> complete a class schedule using time, subject, and location	Interpretive Reading <input type="checkbox"/> complete a family tree according to the passage	Interpretive Reading <input type="checkbox"/> answer questions about an authentic target language menu

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World Languages
Prince William County Public Schools

Pacing Guide at-a-Glance for Elementary, Fifth Grade

By the end of each marking period, students can perform the following functions:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Unit 1: My Personal Identity <i>I can...</i>	Unit 2: My Life at School <i>I can...</i>	Unit 3: My Family and Friends <i>I can...</i>	Unit 4: My Community <i>I can...</i>
Interpersonal Communication <input type="checkbox"/> ask and answer personal questions (review questions from previous years)	Interpersonal Communication <input type="checkbox"/> ask and answer what sports or leisure activities you like	Interpersonal Communication <input type="checkbox"/> ask and respond, "what is your family like?"	Interpersonal Communication <input type="checkbox"/> ask for and order food
Presentational Speaking <input type="checkbox"/> describe how I feel (aches and pains) <input type="checkbox"/> say the number I see	Presentational Speaking <input type="checkbox"/> sing a traditional holiday song	Presentational Speaking <input type="checkbox"/> describe someone in the classroom	Presentational Speaking <input type="checkbox"/> act out a dialogue at a restaurant
Presentational Writing <input type="checkbox"/> describe others' physical appearance	Presentational Writing <input type="checkbox"/> describe my afterschool schedule	Presentational Writing <input type="checkbox"/> create a poster about my favorite person (famous, friend, family) <input type="checkbox"/> write an acrostic poem	Presentational Writing <input type="checkbox"/> write a dialogue at a restaurant
Interpretive Listening <input type="checkbox"/> identify the number I hear	Interpretive Listening <input type="checkbox"/> show the time I hear on a clock (review and expand) <input type="checkbox"/> put the school worker in the school location I hear	Interpretive Listening <input type="checkbox"/> identify who is being described in the classroom	Interpretive Listening <input type="checkbox"/> understand food items in a conversation
Interpretive Reading <input type="checkbox"/> sequence sentences in a story about aches and pains	Interpretive Reading <input type="checkbox"/> read authentic weather reports	Interpretive Reading <input type="checkbox"/> sequence sentences in a story about a family	Interpretive Reading <input type="checkbox"/> read authentic menus

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Pacing Guide at-a-Glance