**Elementary (K-5)**

Portuguese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing.

<http://www.cpalms.org/Public/PreviewCourse/Preview/2397>

These 5 thematic units can be taught throughout the 6 years of elementary school. The benchmarks are long-term learning goals. The learning targets are specific to the themes. Teachers set the can-do statements they expect their students to accomplish after one-year course.

Elementary (K-5)

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| --- | --- | --- | --- | --- | --- |
|  | Interpretive Listening | Interpretive Reading | Interpersonal | Presentational Speaking | Presentational Writing |
| Target proficiency | Novice mid to intermediate low | Novice low to novice high | Novice mid to intermediate low | Novice low to intermediate low | Novice low to Intermediate low |
| Benchmarks | I can recognize some familiar words and phrases when I hear them.  I can recognize pieces of information and sometimes understand the main topic of what is being said.  I can often understand words, phrases, and simple sentences related to everyday life.  I can understand the main idea in short, simple messages and presentations on familiar topics.  I can understand the main idea of simple conversations that I overhear. | I can recognize few/some letters or characters.  I can understand some learned or memorized words and phrases when I read.  I can understand familiar words, phrases and sentences within short and simple texts related to everyday life.  I can sometimes understand the main idea of what I have read. | I can greet and say good bye.  I can introduce myself.  I can respond to yes/no questions.  I can respond to who, what, where, when questions.  I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.  I can usually handle **short** interactions in everyday situations by asking/answering simple questions.  I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.  I can participate in conversations on a number of familiar topics using simple sentences. | I can present information about myself and some very familiar topics using single words and memorized phrases.  I can present information about myself and some familiar topics using a variety of words, phrases, and memorized expressions.  I can present basic information on familiar topics using language I have practiced including phrases and simple sentences. | I can copy some familiar words, characters, and phrases.  I can list items I see every day.  I can label items.  I can write lists and memorized phrases on familiar topics.  I can write short messages and notes on familiar topics related to everyday life.  I can write briefly about most familiar topics and provide information using a series of simple sentences. |

**Learning targets according to the thematic units**

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| --- | --- | --- | --- | --- |
| Me and My Family | Me and My Community | Animals | Food/shopping | Science |
| I can introduce myself.  I can greet and leave in a polite way.  I can ask/answer *What is your name?*  I can ask/answer *How old are you?*  I can count.  I can tell how many people are in my family.  I can name some family members.  I can tell how many brothers/sisters I have.  I can tell my brothers/sisters names and ages.  I can recognize words describing me/ a family member.  I can answer simple *yes/no* questions.  I can identify parts of my body.  I can identify parts of the body and match to the picture.  I can label the body parts.  I can tell how I am feeling.  I can ask how other people are feeling.  I can recognize familiar words and phrases.  I can say things I like to do.  I can make lists *(related to the topic studied)*.  I can copy familiar words and phrases and write a sentence about myself/my family.  I can recognize adjectives relating to appearance/personality.  I can ask and answer simple questions about my family.  I can tell what I like to do with my family.  I can talk about my family/family member.  I can talk about my pets.  I can introduce a family member to someone.  I can accept/decline invitations.  I can write a birthday invitation/card.  I can say where I live.  I can tell with whom I live.  I can name the parts of the house.  I can give simple information about my house (*color, size, number of floors and rooms*).  I can describe a room.  I can talk about my bedroom.  I can make a floor plan of my house.  I can compare my house with other houses in my community. | I can tell/ask what day it is.  I can identify classroom items.  I can identify people at school.  I can follow classroom directions, such as *stand up, sit down, repeat after me, raise your hand,* etc.  I can greet and say good bye to my teachers and friends.  I can ask my friends’ names.  I can introduce a friend.  I can describe a friend in terms of appearance and personality.  I can identify and label school supplies.  I can copy a word my teacher shows.  I can tell some activities I do at school.  I can identify objects at school.  I can identify school areas.  I can match a word/sentence to a picture.  I can ask questions about what I need for class.  I can ask my teacher permission to do something.  I can list materials I need for a project/class.  I can make a list of what is in my bookbag.  I can identify the time.  I can identify the main idea when I read about school.  I can identify the main idea when I hear someone talking about the school.  I can talk about a school activity I like.  I can ask my friends what they like/do not like to do.  I can recognize school subjects.  I can tell my favorite subject at school.  I can read a simple map showing common places at school.  I can give and follow directions to a place.  I can write a message making plans with a friend.  I can identify community places on a map.  I can make a list of professions.  I can tell what I want to be when I grow up.  I can write an add offering a job.  I can identify words and phrases describing community workers.  I can ask/answer questions about professions.  I can present information about a community event.  I can describe how we can help our community.  I can make a poster/flyer about an event in my school/community.  I can write an invitation to an event in my school/community.  I can list things we do for fun in my city.  I can talk about the city I live in.  I can read information about a schedule (events, classes, travel).  I can exchange information about touristic places. | I can identify an animal.  I can identify colors.  I can match a picture of an animal to the word.  I can describe an animal using simple adjectives.  I can answer yes/no questions about an animal.  I can match a picture to a sentence.  I can tell the animals I like/do not like.  I can list animals I am familiar with.  I can copy some familiar words and phrases related to animals.  I can answer what is my favorite animal.  I can describe an animal with more details.  I can tell what an animal eats.  I can tell where the animal lives.  I can identify some animal actions *(fly, swim, jump, run, etc.)*.  I can understand when someone talks about animals.  I can understand when I read about animal habitats.  I can talk about a visit to a zoo.  I can present information about the habits of an animal.  I can write sentences about animal habits.  I can talk about the animal that represents my school. | I can match a picture to a word/sentence.  I can circle the correspondent picture when my teacher says the word.  I can identify foods/drinks.  I can ask and answer simple questions about foods/drinks.  I can tell the foods/drinks that I like and I don’t like.  I can express hunger/thirst.  I can identify words for table setting.  I can copy words and phrases related to food/drink.  I can make a list of familiar words related to foods/drinks.  I can read foods/drinks listed in a menu.  I can identify the food groups.  I can recognize adjectives related to foods/drinks such as *frio, quente, gelado, gostoso, bom, salgado, etc.*  I can make a list of healthy/unhealthy foods.  I can identify places where people buy/get food/drink.  I can ask for food/drink in a polite way.  I can say the meals in Portuguese.  I can list what I eat/drink in each meal.  I can tell at what time I have each meal.  I can order food from a menu.  I can ask how much does the item cost.  I can tell the food/drink other people like/do not like.  I can present about food/drink I had.  I can read signs at a market.  I can read information about a product.  I can describe a product.  I can ask for a product in a polite way. | I can identify the weather.  I can match a picture to a word/sentence.  I can circle the correspondent picture when my teacher says the word.  I can identify actions related to weather *(chover/ventar/nevar/trovejar).*  I can answer *yes/no* questions about weather.  I can describe the weather I see.  I can identify the months of the year.  I can list the months in order.  I can tell the date.  I can identify the seasons.  I can talk about activities I can do depending on the weather.  I can say if I like/do not like the weather.  I can list clothing I need according to the season.  I can present information about important dates.  I can identify words for weather conditions and natural disasters.  I can describe a picture using short sentences.  I can understand weather reports.  I can present a weather report.  I can understand the different seasons based on the hemisphere.  I can present information using short sentences about climate change.  I can write short sentences about an environmental issue.  I can write about similarities and differences of two places based on the weather. |