



Forward Thinking, High Achieving.

Grades 6-12

WORLD LANGUAGE

CURRICULUM

Adopted July, 2014

This document was developed by the Missoula County Public Schools Curriculum Consortium, which includes Missoula County Public Schools, Hellgate Elementary School, and Target Range Elementary School Districts

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2013-2014 MISSOULA COUNTY PUBLIC SCHOOLS CONSORTIUM

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MISSION

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

(Approved by Board of Trustees 2009)

VISION

MCPS provides a broad education, recognized for its quality, for every student in a safe, stimulating learning environment. All MCPS students are challenged to develop critical thinking skills, citizenship responsibilities, communication competency, value for the arts, literature, and sciences, understanding of the importance of health and wellness, a love for learning, and preparation for life beyond high school regardless of their vocational pathway. The community trusts and supports the MCPS Board of Trustee's leadership and vision because the Board: Seeks out and values input from the community through useful public participation strategies and is known for fiscal responsibility and efficiency. Hires highly qualified and competent administration and staff and encourages ongoing education for them as well as Board members. Searches out and is successful at finding alternative and non-traditional funding sources to support District programs. Is perceived by the public as competent, consistent and having integrity.

(MCPS Website, 2014)

FIVE MEASURABLE DISTRICT GOALS

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

(MCPS Website, 2014)

MCPS LEARNING ENVIRONMENT

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and "membership" in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District's vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today's high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from "feeder" Districts.

MCPS EDUCATORS

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators' enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

MCPS INSTRUCTION

MCPS offers a variety of "whole child" instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used appropriately. A number of assessment tools are used in addition to current required "testing".

MCPS COMMUNITY

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District's Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from "feeder" districts, internal and external to MCPS, results in a smooth transition for students and their families.

(MCPS K-12 Technology Standards, 2011)

STRATEGIES

In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade.
- Use assessment and instruction to challenge students to meet their individual potential.
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified.
- Encourage parent and adult involvement in support of academic and activity programs.
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools.

GUIDING PRINCIPLES

The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students. The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment.
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning.
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential.
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff.
- We believe that a professional and supportive working environment is essential.
- We believe parent and adult involvement support, strengthen, and expand learning.
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be.

(Finalized by the MCPS Board of Trustees, August, 2007.)

WE BELIEVE

- All students can succeed linguistically and culturally in our global economy and society.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication as represented by the common core state standards for reading, writing, speaking and listening, and language.
- World language education develops critical thinking skills.
- Formative and summative assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the common core curriculum and aligned with common core state standards in 21st Century schools.
- A K-12 articulated world language program should be available to all learners at all levels as they increase their language performance from novice to intermediate to advanced.

(As adapted from the Common Core Framework and World Languages: A Wake-up Call for All – www.actfl.org)

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.

TEACHING ABOUT CONTROVERSIAL ISSUES

As reflected in the Missoula County Public Schools' Board Policy #2330 below, the district encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information. By the nature of the topic, controversial issues will arise in Social Studies.

INSTRUCTION 2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:

BP 2313 Dealing with Challenged Educational Resources

BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on: January 14, 2003

Revision presented to PN&P Committee on March 25, 2009

Approved on first reading: May 12, 2009

Posted for public comment until: July 22, 2009

Missoula County Public Schools Board Policy

RECOGNITION OF AMERICAN INDIAN CULTURE AND HERITAGE IN THE CURRICULUM PROCESS

The Board fully supports the legislative intent of Article X, Section 1 (2) of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures as reflected in Montana Code Annotated 20-1-501, “Indian Education For All” (see appendix).

Because of the unique position and place in American history, the American Indian peoples’ role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of MCPS students, in accordance with the state Constitution and state standards. Instruction concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. The world languages curriculum reflects this policy. Staff development will be provided pertinent to curriculum implementation. As the Office of Public Instruction completes their development of instructional activities for integrating Indian Education For All into the content area of world languages, MCPS will incorporate additional lessons to enhance the curricula.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the “discovery” of North America.

- (1) Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

1. That both parties to treaties were sovereign powers.
 2. Those Indian tribes had some form of transferable title to the land.
 3. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.

6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

LIBRARY MEDIA

Teacher librarians play an essential role in curriculum development. They are important instructional partners and consultants in supporting and expanding existing curriculum. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

(adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)

TECHNOLOGY

Never before have there been so many options for connecting students to the wider world and accessing world languages as they are being used today. Technologies should be leveraged to empower students' immersion in the study of world languages by connecting students to native speakers through multimedia, virtual communities, and real-world interactions. Languages are complex and fluid; technology should be used to facilitate language development by engaging students in authentic reading, writing, speaking, and listening activities. The teacher's role is one of aiding students in developing basic concepts and skills and facilitating the interactions that move students toward fluency. In this way, students will be better prepared to engage in the increasingly global nature of work, commerce, and society.

In order to support the instructional use of technology in learning, the Montana State Technology Standards have been incorporated into the world language curriculum. These standards emphasize the use of digital tools and resources to assist students with developing their abilities in problem solving, communication, and creativity.

Missoula County Public Schools strive to provide the network, computers, software, and other appropriate technology for classroom use.

ASSESSMENT

Assessment is an important tool in any world languages program. Assessment has traditionally been thought of as a test at the end of instruction to measure students' attainment of specified goals or after instruction. Although this outcome is one purpose of assessment, assessments also serve other purposes,

such as guiding teachers' instructional practice. Research supports the precept that students' learning is improved when assessment is an integral part of ongoing classroom activities (*Black and William 1998*). Good assessments provide useful information about students' learning for instructional practice.

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Assessments before and during instruction allow teachers to make appropriate decisions about such considerations as reviewing materials, re-teaching a difficult concept, or providing appropriate material for students who are struggling or more challenging material for students who need enrichment. Teachers use many assessment techniques, including open-ended questions, constructive-response tasks, selected-response items, performance tasks, observations, discussions, journals, and portfolios. Some of these techniques are more useful for specific learning targets. For example, a quiz or test with simple constructive-response tasks and selective-response items might be used to assess students' ability to understand concepts. More complex constructive-response items and performance tasks offer a better assessment of students' ability to apply world languages. Observations of students working in groups and sharing ideas in classroom discussions can provide a teacher with useful information regarding students' thinking. Language journals and portfolios can be used to assess students' thinking and reasoning over time. Teachers will use performance indicators and district assessments to evaluate student progress toward meeting course standards. Information gathered from these assessments will also provide teachers with information so that intervention can be planned and developed immediately.

PROFESSIONAL DEVELOPMENT

In 2008, the Missoula County Public Schools Board of Trustees approved district goals to address the needs of 21st Century learners. One of the goals focuses on professional development "to provide staff with best practices and expertise to make a difference for all students, regardless of their circumstances." (*Dr. Alex Apostle, Superintendent's Message, August 2008*)

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only extensive knowledge of world languages and understanding of how students learn world languages, but also current knowledge of global culture. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

ACKNOWLEDGEMENTS

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WORLD AND CLASSICAL LANGUAGE PROGRAM DEVELOPMENT

Just as students must commit to academic study and achievement in order to be successful language and culture learners, schools and districts must make a commitment to have a successful world language program. The following goals are necessary to its development.

Missoula County Public Schools will:

Goal One: Provide students with access to language and culture study that is integrated into the entire K-12 school experience.

Rationale: It is our firm belief that acquisition of a world language is a long-term process that should be part of a student's educational experience from kindergarten through grade 12. A continuous study of language will provide the means for students to attain a high level proficiency.

Goal Two: Expand access in the study and development of proficiency in a variety of languages other than English.

Rationale: In an increasingly global society, it is essential that we have proficiency in multiple languages and have knowledge of their cultures in order to communicate effectively in world economic markets. In addition, the civic, political, and environmental problems which face our nation are closely connected to those in other nations. The ability to communicate with and understand each other is essential for solving tomorrow's problems.

Goal Three: Provide every student and teacher with rapid and efficient access to modern digital and media technologies.

Rationale: Access to authentic, current materials is essential to extend learning beyond the classroom. 21st Century learners are continually affected by a variety of digital technologies. Traditional instruction alone no longer provides students with all the skills necessary to acquire proficiency in a world language.

Goal Four: Expand its on-going professional development in digital technology skills and best practice language instruction for specific languages.

Rationale: In a rapidly changing world, world language professionals must constantly update their knowledge of technology and content matter to effectively guide student learning.

Goal Five: Encourage and validate teacher travel, with or without students, by offering efficient and readily available means of obtaining professional growth and development credit.

Rationale: The teaching of a world language is unique in its professional development needs. The district must treat travel for language teachers differently from other disciplines when considering professional growth credit. To simply retain your skills as a language teacher, it is essential to immerse yourself in the language and culture. World travel also facilitates obtaining authentic materials and experiences crucial for maintaining highly qualified staff. There is no better professional development for a world language teacher than world travel.

Goal Six: Recognize students who come to school from non-English language backgrounds and provide opportunities to develop further proficiencies in their heritage language.

Rationale: Because heritage language instruction and support are provided, students are able to further develop their bilingual proficiency both in their heritage language and in English. This support also provides all students and the community with additional opportunities for cultural connections.

COMMUNICATE: LISTENING

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

As the world becomes more globalized, it is essential that world language study results in a proficiency level that enables students to read authentic material, and to understand, speak, write, and respond in a language other than their own.

STANDARDS:

ACTFL

- 1.1** Students engage in conversations, provide and obtain information, express feelings and emotion and exchange opinions.
- 1.2** Students understand and interpret written and spoken language on a variety of topics.
- 1.3** Students present information, concepts, and ideas on a variety of topics to an audience of listeners or readers.

CCSS

- R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.
- R.6** Assess how point of view or purpose shapes the content and style of a text.
- R.7** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R.10** Read and comprehend complex literary and informational texts independently and proficiently.

- W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorten time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMUNICATE: Novice - Listening

I can...

Novice Low

1. Understand some commonly used words and expressions, such as please and thank you.
2. Understand basic information, such as days of the week, months of the year, numbers, times, and dates.
3. Understand names of objects in my immediate environment, such as words for familiar objects found in classrooms, offices, or homes.
4. Understand the difference between a question and a statement.
5. Follow a one-step instruction, especially when people use gestures.

Novice Mid

6. Understand simple words and phrases about daily activities.
 - a. Understand when someone describes his/her school schedule and daily routine.
7. Understand some words and phrases in simple messages and announcements in familiar settings.
 - a. Understand a short audio announcement relating to the time and place of a movie or sporting event.
8. Understand some simple questions on familiar topics.
 - a. Understand when asked how old I am, what my name is, and where I live.
 - b. Understand when someone asks me which sports I play, which hobbies I have, or what I like to do in my free time.
9. Follow some multi-step directions or instructions, especially when people use gestures or there is repetition.
 - a. Understand classroom instructions when people use gestures or repetition.
 - b. Follow simple directions to a location, when people speak slowly and clearly.
 - c. Follow instructions, such as those for baking a cake, drawing a picture, or playing a game, when I am doing this step-by-step with opportunity to ask for repetition.
10. Understand some of what people say in a conversation when they are talking about familiar things.

Novice High

11. Understand some short conversations or descriptions.
 - a. Understand short conversations about hobbies and sports.
 - b. Understand conversations related to daily life and routine.
 - c. Understand a short description of people I know.
12. Understand some short, simple messages and announcements on familiar topics.
 - a. Understand a phone message, such as when and where to meet a friend.
 - b. Understand when and where an event will take place, such as a concert or sporting event.
 - c. Understand advertisements for products I know.

13. Understand most directions of instructions in a familiar setting when expressed in short conversations.

- a. Follow directions when a map is provided.
- b. Follow classroom instructions without repetition.

14. Understand simple stories.

- a. Understand familiar stories that follow a logical order.
- b. Understand a simple story acted out with props and gestures.

COMMUNICATE: Intermediate - Listening

I can...

Intermediate Low

1. Understand the main idea and some details of what I hear in short conversations and oral presentations.

- a. Understand conversations about my family, school, or community.
- b. Identify the main idea and some details when listening to an oral presentation about a topic I am learning.

2. Understand the main idea and some details I messages and announcements on familiar topics.

- a. Understand the main idea and some details announced during a sporting event.
- b. Understand announcements about upcoming events, such as a concert.
- c. Understand announcements at the theatre.

3. Identify the main idea and some details on familiar topics presented via media.

- a. Understand specific information, such as sports scores and song titles from the media.
- b. Understand the basic information in a weather report, such as temperature and precipitation.
- c. Identify the type of film and some details from a movie preview.
- d. Identify main ideas on familiar topics in a newscast.

4. Understand more complicated directions and instructions in familiar settings.

- a. Follow complicated directions to a location.
- b. Follow multi-step instructions on how to complete a task, such as cooking, how to complete a homework assignment, or how to play a sport.

5. Understand the main idea and some details from oral stories on familiar topics.

- a. Understand folk or familiar fairytales.
- b. Understand children's stories or simple short stories on familiar topics.

Intermediate Mid

6. Understand the main idea and many details of presentations on familiar topics.

- a. Understand an introduction, such as at a concert.
- b. Understand the main idea and many details of a short lecture on a topic with which I am familiar.
- c. Understand a short speech on a familiar topic.

7. Understand the main idea and many details on familiar topics of personal interest presented through media.

- a. Watch short cartoons or a video clip and identify the main idea and many details.
- b. Listen to a sports commentator and understand the highlights of the game.

8. Understand the main idea and many details of a short discussion or interview on a familiar topic.

- a. Can understand some points of an interview with a famous person, such as a rock star, politician, or actor.
- b. Understand a Web-based presentation, such as a virtual tour of a city or university.

9. Follow the main idea and many details of a conversation on a familiar topics, even when the topic changes.

- a. Follow a conversation about plans for the evening when several speakers are talking.
- b. Follow a conversation when individuals talk about past, present, and future events.

Intermediate High

10. Understand factual information about everyday life, study-, or work-related topics.

- a. Understand factual information and details presented in a speech, a lecture, or presentation on familiar and some unfamiliar topics, such as the environment, the cost of gas, or current music artists.

11. Identify the main idea and most details on familiar topics presented through media.

- b. Follow the plot and most details in a feature-length film.
- c. Follow information presented through the media.
- d. Follow a recorded story on a familiar topic.

12. Identify the main idea and some details from discussions and interviews on unfamiliar topics.

- a. Follow a theatrical performance.
- b. Follow a discussion on a topic of general interest.

COMMUNICATE: Advanced - Listening

I can...

Advanced Low

1. Understand main ideas and most details on unfamiliar topics that are presented through media.

- a. Interpret main ideas and detailed information from public announcements.
- b. Understand main ideas and most details in entertainment and sports reports.
- c. Identify the plot and most details of a feature-length movie, play, or documentary in unfamiliar topics.
- d. Follow the main points and most detail of a new television program, such as a sitcom or a soap opera.

2. Follow presentations on some unfamiliar topics.

- 1. Take notes while listening to an academic lecture.
- 2. Interpret the main points and most details of a debate.
- 3. Summarize the main points and most details of two people expressing different views.

3. Follow informal conversations or interviews.

- a. Interpret an anecdote and relate most of the details about its context.
- b. Understand some slang expressions heard in conversations and interviews.

Advanced Mid

4. **Understand most presentations even when idiomatic, technical, or slang expressions are used.**
 - a. Understand most songs, even those with many idiomatic and slang expressions.
5. **Understand the underlying meaning of culturally authentic expressions.**
 - a. Interpret the meaning of idiomatic expressions heard in movies, television, and other forms of media.
 - b. Follow banter heard in talk shows and interviews.
6. **Understand and describe the points of view of an emotionally-charged discussion.**
 - a. Summarize the main points and most details of people expressing different views in political debates.
 - b. Summarize the points of view heard in arguments.
 - c. Summarize the points of view of those engaged in discussing religious beliefs.

Advanced High

7. **Understand the speaker's perspective, tone, and style expressed through a variety of media.**
 - a. Understand ideas and emotions expressed in a dramatic dialogue or monologue.
 - b. Understand tone and style in parody and satire.
 - c. Understand varying viewpoints heard in news broadcasts.
8. **Understand viewpoints heard in a variety of situations.**
 - a. Interpret the positions of multiple speakers in political roundtable discussions.
 - b. Recap the commentator's perspective.
 - c. Understand the speaker's intent even when high degrees of subtlety and nuance are used.

COMMUNICATE: SPEAKING

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

As the world becomes more globalized, it is essential that world language study results in a proficiency level that enables students to read authentic material, and to understand, speak, write, and respond in a language other than their own.

STANDARDS:

ACTFL

- 1.1** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- 1.2** Students understand and interpret written and spoken language on a variety of topics.
- 1.3** Students present information, concepts, and ideas on a variety of topics to an audience of listeners or readers.

CCSS

- R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole.
- R.6** Assess how point of view or purpose shapes the content and style of a text.
- R.7** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R.10** Read and comprehend complex literary and informational texts independently and proficiently.

- W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6** Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others
- W.7** Conduct short as well as more sustained research projects based on focused questions, and demonstrating understanding of the subject under investigation.
- W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMUNICATE: Novice - Speaking

I can...

Novice Low

- 1. Imitate the sounds and words that I hear.**
- 2. Say the names of familiar people, places and objects in pictures and posters using single words or memorized phrases.**
 - a. I can name a cultural symbol or person.
- 3. Introduce myself.**
- 4. Say short memorized phrases, parts of poems and rhymes.**
 - a. I can sing a short song.
 - b. I can recite a nursery rhyme.
 - c. I can recite a simple poem about myself.
- 5. Use an appropriate introduction to begin a presentation.**

Novice Mid

- 6. Present personal information about myself and others using words and phrases.**
 - a. State my name, age and where I am from.
 - b. Give my phone number, home address, and email address.
 - c. Describe my physical appearance.
 - d. Describe my personality.
- 7. Express my likes and dislikes using words, phrases, and memorized expressions.**
 - a. Express which sports I like and don't like
 - b. Express my favorite free-time activities and those I don't like.
 - c. I can state my favorite foods and drinks and those I don't like.
- 8. List my daily activities using words, phrases, and memorized expressions.**
 - a. Identify my classes and when they occur.
 - b. State activities and times in my daily schedule.
- 9. Present simple information about something I learned using words, phrases, and memorized expressions.**
 - a. Create a presentation including cultural expressions connected with holiday celebrations based on pictures or photos.
 - b. Identify the main cities of a specific country.
 - c. Identify animals, foods, historical figures, or sports based on pictures or photos.

Novice High

- 10. Describe aspects of my daily life using phrases and simple sentences.**
 - a. Describe my family and friends.
 - b. Describe my school.
 - c. Describe myself.
 - d. Describe my workplace.
- 11. Describe a familiar experience or event in simple terms using phrases and simple sentences.**
 - a. Describe what I do during the weekend.
 - b. Describe what happens at a sports event.
 - c. Describe a simple science experiment.
- 12. Present information about others using phrases and simple sentences.**
 - a. Talk about others' likes and dislikes.
 - b. Talk about others' free time activities.
 - c. Give biographical information about others.
- 13. Give basic instructions on how to make or do something using phrases and simple sentences.**
 - a. Tell how to prepare something simple to eat.
 - b. Give simple directions to a location.
- 14. Present basic information about things I have learned using phrases and simple sentences.**
 - a. Present on cultural information based on pictures or photos.
 - b. Present about something I learned at school or in the community.

COMMUNICATE: Intermediate - Speaking

I can...

Intermediate Low

- 1. Describe something familiar using a series of sentences.**
 - a. Describe with some details the physical appearance of a friend or family member.
 - b. Describe another person's personality.
 - c. Describe a school or workplace routine.
- 2. Express my needs, wants and plans using a series of sentences with some details.**
 - a. Describe what I need for school or work.
 - b. Describe what my plans are for the weekend.
 - c. Describe what my summer plans are.
 - d. Describe what I plan to do next in my life.
- 3. Give a series of instructions.**
 - a. Explain the rules of a game.
 - b. Give multi-step instructions for preparing a recipe.

4. I can present a short skit or dramatic presentation using a series of sentences.

- a. Act out a children's story.
- b. Act out a proverb or nursery rhyme.

5. Express my opinion on familiar topics using a series of sentences.

- a. Give a presentation about a movie or song that I like.
- b. Express my opinion about a cultural topic.
- c. Express my opinion about something I have learned.
- d. Express my opinion about a current event.

Intermediate Mid

6. Describe plans and actions using connected sentences with many details.

- a. Set a goal and tell how I will accomplish it.
- b. Describe my plans for the future.
- c. Describe how to plan and carry out an event, such as a family reunion.

7. Make a presentation on something I have learned using connected sentences with many details.

- a. Give a short presentation on a current event.
- b. Give a short presentation on an academic topic.
- c. Give a short presentation on a famous person or cultural landmark.

8. State my opinion and give supporting reasons using connected sentences with many details.

9. Tell or summarize a storyline using connected sentences with many details.

- a. Tell a story or joke.
- b. Summarize the plot of a movie or TV show.

10. Describe, tell about, and explain personal experiences and give my reaction to them using connected sentences with many details.

- a. Describe a childhood or summer experience and how I felt about it.
- b. Describe a social event that I attended and how I felt about it.
- c. Describe something new I learned and how I felt learning it.

Intermediate High

11. Describe personal experiences and interests with clarity and detail.

- a. Describe something I learned from the radio, TV or Internet.
- b. Summarize an interview I had with someone or an experience I had at an event.
- c. Give a Web presentation on my school, work or personal activities.

12. Present my viewpoint on an issue and support my opinion with clarity and detail

- a. Explain a personal choice or defend a personal decision I have made.
- b. Express and support my opinion on controversial issues.
- c. Tell how my views of other cultures have changed.

13. Provide information on academic and work topics with clarity and detail

- a. Express ideas about something I have learned or a current issue.
- b. Explain a series of steps needed to complete a task.
- c. Explain to someone who was absent what we did recently in class or on the job.

14. Describe past, present, and future events with clarity and detail.

- a. Relate a memorable personal event.
- b. Make a presentation about the history, present and future of a country, region or organization.
- c. Describe my dreams, hopes, and ambitions in a job interview.

15. Narrate a story and describe my reactions with clarity and detail.

- a. Tell what happened in a book or film, and why I liked it or not.
- b. Describe a conflict I had with a friend or colleague, and how I tried to resolve it.

COMMUNICATE: Advanced - Speaking

I can...

Advanced Low

1. Deliver a short presentation on many social, academic, or work topics with appropriate complexity for my audience.

- a. Explain the purpose of a work or school assignment.
- b. Explain why I believe something I studied is important.

2. Explain my viewpoint on an issue of interest, giving advantages and disadvantages of various options.

- a. Describe why I am for or against a particular political issue.
- b. Play devil's advocate and support an idea I oppose during a debate.
- c. Give a presentation promoting an event or product.
- d. Explain how my views of others' cultures have changed.

3. Speak using different time frames and appropriate mood with good control.

- a. Narrate an event as it happens, such as action in a sporting event or a fashion show.
- b. Present to my classmates on a historical event or environmental issue.
- c. Present a summary of an action plan to a group or organization.

4. Adapt my presentation to a specific audience.

- a. Explain to children in the target country why we celebrate Halloween or another holiday.
- b. Deliver a presentation on a particular topic to diverse groups.
- c. Change the tone of a presentation to fit the situation.
- d. Narrate a story adjusting complexity appropriate to member of the audience.

Advanced Mid

- 5. Describe with ease and detail topics related to home, school, work, leisure activities, and personal and professional interests.**
 - a. Describe with detail a task, project, or work of art I created for a class or job.
 - b. Present a full account of my activities on a recent trip.
- 6. Narrate with ease and detail events of current, public, or personal interest.**
 - a. Recount the details of a historical battle or event.
 - b. Narrate in detail the action of my favorite film or book.
 - c. Describe in detail an event that took place as part of our city celebration or other celebration.
- 7. I can communicate my ideas on a variety of topics with accuracy, clarity, and precision.**
 - a. Present on many concrete and some abstract topics with fluency and flexibility.
 - b. Describe detailed steps I took in an experiment or recipe.
 - c. Give an accurate description of an event I witnessed.
 - d. Clearly communicate new ideas that I have about a work project.
- 8. I can speak clearly and fluidly with consistent control of time frames and mood.**
 - a. Relate a dream I had and the real and imagined emotional experience.
 - b. Defend a viewpoint on an academic or professional issue.
 - c. Give clear descriptions about cultural events that are about to happen or have happened in my city, state or country.
- 9. I can adapt my presentation to meet unexpected needs.**
 - a. Rephrase or explain things in a similar way when I notice my audience does not understand me.
 - b. Explain something using a simple analogy.
 - c. Adapt a presentation to fit my audience's level of understanding.
- 10. I can incorporate some appropriate idiomatic and culturally authentic expressions in my presentation with ease.**
 - a. Easily express my viewpoints using expressions appropriate to the target language and culture.
 - b. Incorporate the appropriate expressions according to the audience and formality of the setting.

Advanced High

- 11. I can communicate with great accuracy, clarity, and precision on many concrete and abstract topics.**
 - a. Speak with confidence about the details and value of an experiment I have performed.
 - b. Present a detailed, supported argument about the need for a change in political or environmental topics.
 - c. Clearly present a particular political viewpoint.
 - d. Present an accurate and precise narrative or description about cultural influences on society.
 - e. Sustain an argument about the environment and support my opinion with details.
- 12. I can present and defend a viewpoint on an academic or professional issue.**
- 13. I can consistently adapt a presentation to a variety of audiences.**
- 14. I can use paraphrasing, circumlocution and illustration to make myself more clearly understood.**

15. I can use language that fully reflects the nuances of the target culture.

- a. Incorporate many idiomatic and culturally authentic expressions in my presentation.
- b. Use examples that are well recognized in the target culture.
- c. Align my language and gestures to reflect cultural tradition and respect for the target culture.

COMMUNICATE: READING

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

As the world becomes more globalized, it is essential that world language study results in a proficiency level that enables students to read authentic material, and to understand, speak, write, and respond in a language other than their own.

STANDARDS:

ACTFL

- 1.1** Students engage in conversations, provide and obtain information, express feelings and emotion.
- 1.2** Students understand and interpret written and spoken language on a variety of topics.
 - Monitor comprehension and use other sources to enhance understanding.
 - Apply critical reading skills to authentic written and aural sources.
 - Demonstrate comprehension of content from authentic audio and visual resources.
 - Acquire information from other content areas using authentic sources.
 - Derive meaning from expressions found in culturally authentic texts.
 - Understand the purpose of a message and point of view of its author.
 - Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts.
- 1.3** Students present information, concepts and ideas on a variety of topics to an audience of listeners or readers, knowing why to say what to whom.
 - Retell or summarize information in narrative form, demonstrating a consideration of audience.
 - Self-edit written work for content, organization, and grammar.
 - Produce a variety of creative oral presentation (e.g. original story, personal narrative, speech, performance).
 - Retell or summarize information in narrative form, demonstrating a consideration of audience.
 - Create and give persuasive speeches.
 - Expound on familiar topics and those requiring research.
 - Use information about features of target culture in communities in presentations.
 - Incorporate content across disciplines in presentations.

CCSS

- R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
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- W1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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- W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorten time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMUNICATE: Novice - Reading

I can . . .

Novice Low

- 1. Connect some characters or letter to their sounds**
 - a. Point to the letter when I hear the sound
- 2. Connect some words, phrases, or characters to their meanings.**
 - a. Some place or product names.
 - b. Some product names
 - c. A menu or birthday card
- 3. Connect words, phrases, and characters with help from visuals.**
 - a. Family member words from a family tree
 - b. Entrance and exit signs, months on calendars
 - c. Objects in a labeled classroom
 - d. Holidays on a calendar
- 4. Follow along on the page when something familiar is read out loud.**

Novice Mid

- 5. Read simple information on familiar topics.**
 - a. A family
 - b. Food
 - c. Classroom or workplace message
 - d. Simple written directions.
- 6. Understand short, simple descriptions, especially if there are pictures or graphs.**
 - a. People, places, or things.
 - b. Written descriptions about things I've learned
- 7. Recognize words on a list on familiar topics.**
 - a. A to-do or a shopping list
 - b. TV programs
 - c. Academic subjects (such as planets, countries, or musical instruments).
- 8. Recognize familiar names, words, characters, and some phrases in everyday situations.**
 - a. Words related to school, home, people, work, or culture of language I'm learning
- 9. Understand purpose of simple reading materials.**
 - a. Advertisements, brochures, menu lists, schedules, greeting cards or business cards
 - b. Destinations and major attractions in travel brochures
 - c. Places on city maps

Novice High

- 10. Understand information on familiar topics.**
 - a. Advertisements, brochures, lists, menus, or schedules
 - b. Personal notes, emails, or postcards
- 11. Understand everyday notices in public places.**
 - a. Directions and instructions to use public transportation, make telephone calls, or locate parking
 - b. Words and phrases on common public information signs
- 12. Identify detailed information needed on forms.**
 - a. School registration forms
 - b. Information asked for on an international student ID card
 - c. Hotel registration form information
- 13. Follow short, written instructions and directions, supported by visuals.**
 - a. To use an ATM machine
 - b. To purchase stamps from a machine
 - c. To make an online purchase

14. Understand some ideas on familiar topics in texts that I have read, especially when supported by visuals.

- a. Comics and their story line
- b. Short descriptions or reviews in TV or entertainment guides
- c. Sections of the newspaper of personal interest
- d. Train schedules
- e. Internet sites of personal interest
- f. Population graphs
- g. Historical timelines

COMMUNICATE: Intermediate - Reading

I can...

Intermediate Low

- 1. **Understand messages in which the writer tells or asks me about familiar topics of interest.**
 - a. E-pal message asking about my interests
 - b. A friend's note about our plans
 - c. An acceptance or rejection letter about a job application.
- 2. **Find and use information for practical purposes, to decide whether to.**
 - a. View a movie
 - b. Visit a restaurant
 - c. Attend an event, based on my reading of reviews.
- 3. **Follow directions in more complicated situations.**
 - a. Written instructions to complete an experiment or to assemble something.
- 4. **Use information from a variety of sources in my studies and work.**
 - b. Information about after-school and job opportunities
 - c. Online course information or a syllabus

Intermediate Mid

- 5. **Understand the main idea and details in pleasure reading.**
 - a. Internet sites
 - b. A television program
 - c. Messages posted on social networks
 - d. Directions to plan an online game
 - e. Articles in popular magazine
 - f. Fictional stories, plays, or poems.

6. **Understand the main idea and details when reading for information about.**
 - a. Major world events (with visual support)
 - b. Election results
 - c. Results of sports events
 - d. Major ideas in texts (about global issues such as health and nutrition, the environment, scientific discoveries, or human interest)
 - e. Human interest stories and texts related to improving quality of life
7. **Understand the main idea and some details (when reading narratives, literary selections, and other fictional writings, with some unfamiliar vocabulary).**
 - a. To predict and to follow chronological order of events.
 - b. To follow a story's chronology
 - c. To understand a text using details about the historical setting

Intermediate High

8. **Understand the main idea and many details in texts that contain unfamiliar vocabulary when reading for enjoyment.**
 - a. The plot and many details in a bestselling novel
 - b. Factual information in a news or cultural magazine
 - c. Information in newspapers
 - d. Online texts that contain unfamiliar topics
9. **Understand the main idea and many details of texts that contain unfamiliar information when reading for information.**
 - a. Messages from various professional communications
 - b. Details from a written discussion
 - c. Information obtained from news sources
 - d. Topics for school and work
10. **Understand the main idea and many details in narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.**
 - a. Character development
 - b. Point of view and intent
 - c. Plot of folktales and/or traditional texts
 - d. Comparisons and/or contrast of events
11. **Understand many different types of texts that contain unfamiliar vocabulary.**
 - a. Details in technical manuals
 - b. Main idea and details of Internet sites

COMMUNICATE: Advanced - Reading

I can . . .

Advanced Low

1. **Understand the main idea and most details in literary texts.**
 - a. I can identify the target audience and supportive details.
2. **Understand articles in non-literary texts on unfamiliar topics.**
 - a. Entertainment and sports
 - b. News, academics, economics, and/or politics (such as party platforms and economic development)
3. **Recognize the author's intent and/or purpose in a literary work.**
 - a. The narrator's or character's intent
 - b. The characters' actions, relationships, and/or motives in novels and short stories
 - c. The author's voice.
4. **Recognize the author's intent, point of view, and/or purpose in a non-literary work.**
 - a. A blog
 - b. A lengthy and complex text
 - c. Editorials expressing opposite positions

Advanced Mid

5. **Obtain information, ideas, and opinions from a range of lengthy and complex texts.**
 - a. Understand main ideas and most details in non-fiction works
 - b. Summarize main points and most details of editorials expressing opposite positions
6. **Understand information and opinions from specialized sources.**
 - a. Academic journals or business publications
 - b. Stated or implied attitudes and opinions from historical, political and scientific texts
 - c. An editorialist's perspective

Advanced High

7. **Understand most literary texts with idiomatic, technical and/or slang expressions.**
 - a. Written dramatic dialogue or monologue.
 - b. Idiomatic and slang expressions in fiction and/or nonfiction works
8. **Detect and interpret hidden meaning and recognize tone and subtlety in fictional works.**
 - a. Parody and satire
 - b. Literal and abstract ideas in nonfiction texts and narratives
9. **Analyze the primary argument and supporting details in written texts.**
 - a. Discerning the fine points of detail and literary devices, such as allusions, metaphors, and symbols and their function
 - b. Analyzing the argument in complex, issue-specific narratives

10. Synthesize information from technical and literary sources.

- a. Synthesize arguments and supporting details of discussions on scientific, legal, medical, technological or financial topics.
- b. Analyze cultural references and make inferences within the cultural framework of the language.
- c. Comprehend human interest sources and texts related to improving cultural understanding.

COMMUNICATE: WRITING (*PRESENTATIONAL*)

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COMMUNICATE: Novice – Writing (Presentational)

I can...

Notice Low

- 1. Write my name.**
- 2. Label some familiar things.**
 - a. Items on a poster.
 - b. Items in a room.
- 3. Copy some characters and words that I see on the wall in a book, on the board, or on the computer.**

Novice Mid

- 4. Fill out a simple form with some basic information.**
 - a. My name, address, phone number, birth date, and nationality.
 - b. A form for a library card.
 - c. An online order form.
 - d. A registration for something online.
 - e. A simple schedule.
- 5. Write about myself using learned phrases and memorized expressions.**
 - a. My likes and dislikes

- b. My family members.
- c. My free-time activities.
- 6. Write lists that help me in my day-to-day life.**
 - a. A to-do list.
 - b. A shopping list.
- 7. Write about something I have learned using lists, phrases, and memorized expressions.**
 - a. The main cities of a specific country.
 - b. Phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.
 - c. A list categorizing animals that live in the forest, sea, or desert.

Novice High

- 8. Describe aspects of my daily life using phrases and simple sentences.**
 - a. A description of my family and friends.
 - b. My school.
 - c. Myself.
 - d. My work place.
- 9. Write a description of a familiar experience or event using phrases and simple sentences.**
 - a. What I do during the weekend.
 - b. What happens at a sports event.
 - c. An experiment.
- 10. Write short notes using phrases and simple sentences.**
 - a. A postcard.
 - b. A short message.
 - c. A short announcement.
 - d. A thank-you note.
- 11. Request information to obtain things I need or want using phrases and simple sentences.**
 - a. A short electronic message asking for information.
 - b. A handwritten short note asking for information.
- 12. Write about something I have learned using phrases and simple sentences.**
 - a. About cultural information based on pictures or photos.
 - b. About a historical event I learned in school.
- 13. Describe something I know using a series of sentences with some details.**
 - a. A description of another person's appearance or personality.
 - b. A school or workplace routine.
 - c. A place where I like to spend my time.
 - d. Something I have learned.

COMMUNICATE: Intermediate – Writing (Presentational)

I can ...

Intermediate Low

- 1. Express my opinion on familiar topics using a series of sentences with some details.**
 - a. About school or work and what I like or dislike.
 - b. About my opinion of something I learned in school or at work.
- 2. Compare things using a series of sentences.**
 - a. A letter comparing two places I visited.
 - b. A journal entry comparing peoples' physique and personality.
 - c. A short comparison of two characters in a short story.
- 3. Write questions to obtain and clarify information.**
 - a. In a letter or email, such as where you live, what you like to do, what you are doing during the holiday, and can you recommend a good place to eat.
 - b. A simple questionnaire, such as inquiring about favorite foods or free-time activities.

Intermediate Mid

- 4. Write personal communications on familiar topics using connected sentences with many details.**
 - a. A letter to a friend or family member.
 - b. A message or explanation.
 - c. A response for a blog or chat room.
- 5. State my opinion and give supporting reasons using connected sentences.**
 - a. About using cell phones at school.
 - b. About the dress code at school or at work.
 - c. About the current minimum wage.
 - d. About an environmental issue.
- 6. Write a short report on a familiar topic using connected sentences with many details.**
 - a. About a current event including an explanation of what happened.
 - b. About an academic topic.
 - c. About a famous person or cultural landmark.
- 7. Write a description or explanation of a familiar topic using connected sentences with many details.**
 - a. Simple stories in written form.
 - b. A meaningful experience and how I feel about it.
 - c. A job and how I feel about it.
- 8. Write about personal experiences and give my reaction to them using connected sentences with many details.**
 - a. A memorable event in a journal or diary.
 - b. Something I have learned and how I feel about it (i.e. on a blog).

Intermediate High

- 9. Write personal communications on familiar topics and some new topics using connected, detailed paragraphs.**
 - a. A detailed letter to a friend or family member, narrating the latest news in my life.
 - b. An explanation or detailed message regarding a particular event.
 - c. A story about something that happened to me.
 - d. A journal entry.
- 10. State my viewpoint and give supporting reasons using connected, detailed paragraphs.**
 - a. A review of a play, movie, book, or concert.
 - b. Advice on how to deal with a problem.
 - c. A letter to the editor about a current world or local community issue.
- 11. Write a report using connected, detailed paragraphs.**
 - a. An academic report, such as a lab report, a literary analysis, or a geographical comparison.
 - b. A job report, such as a project update or an evaluation.
- 12. Write descriptions or narratives in the present, past, and future, using connected detailed paragraphs.**
 - a. A story.
 - b. A job description.
 - c. A story or an article that I have read.
 - d. A narrative about a past or current event.
 - e. A prediction about something that may happen in the future.
- 13. Provide an explanation using connected, detailed paragraphs.**
 - a. A recent decision I made or an action I took.
 - b. An explanation to someone who was absent about what we did recently in class or on the job.
 - c. An explanation of a series of steps needed to complete a task, such as an experiment.

COMMUNICATE: Advanced – Writing (Presentational)

I can...

Advanced Low

- 1. Write well-organized essays, summaries, and reports on a broad range of topics.**
 - a. Summaries in connected, detailed paragraphs on topics, such as books or articles I have read, and films I have seen.
 - b. Factual descriptions about events that happened to my family or friends, such as ruined vacations or car accidents.
 - c. Essays using combined sentences in connected paragraphs about school or work, such as dress code issues, bullying, and workplace rivalries.
 - d. Reports on familiar topics, such as historic events, environmental issues, and current events.
- 2. Write using different time frames and appropriate mood with good control.**
 - a. About future predictions using emotions appropriate to topics, such as economic trends and recycling efforts.
 - b. About events at school or work that happened in the past.
 - c. About my emotions by writing about experiences with family and friends.

3. **Accurately use some idiomatic and culturally authentic expressions in my writing.**
 - a. About current hobbies and interests using some idiomatic expressions.
 - b. About comparing cultural issues using appropriate authentic expressions.
 - c. About my personal opinions by writing about events that will affect my future, such as the cost of postsecondary education or healthcare.
4. **Usually write using style, language, and tone appropriate to the audience and purpose of the presentation.**
 - a. A presentation on topics, such as school lunches and nutrition issues, using a writing style that reflects the appropriate tone depending on the audience.
 - b. A narrative that reflects the purpose of the presentation, such as current issues at school.
 - c. A report on topics, such as harassment in the workplace.
5. **Write about most topics even when I do not know a specific word or phrase.**
 - a. A routine social correspondence, such as a letter, invitation, or email, while using connected, detailed paragraphs and complex structures.

Advanced Mid

6. **Write detailed texts on a broad variety of concrete and professional topics.**
 - a. Expressions and defense of viewpoints in well-written texts on social and academic topics, such as healthcare and effective use of technology in the classroom.
 - b. Narratives about professional topics that are personally relevant, such as past experiences in the workplace or present and future job market opportunities.
 - c. Clear, detailed descriptions of a factual nature, such as cultural events, high school experiences, or workplace issues.
 - d. Straightforward summaries on a range of familiar and some new topics, such as novels, business articles, or documentaries.
7. **Write clearly and fluidly, with consistent control of time frames and mood.**
 - a. About a dream I had and the real and imagined emotions experienced.
 - b. About events of past personal relevance in major time frames, such as the first day of school, or the day I had my first car accident.
 - c. About future plans in great detail, such as career choices and travel plans.
 - d. About global events, such as the Olympics, sports, and the economy with good organization and cohesiveness.
8. **Incorporate many idiomatic and culturally authentic expressions in my writing with ease.**
 - a. A school/university newspaper report about a concert and complaints about the poor acoustics.
 - b. A letter to an insurance company capturing the essence of a car accident that I witnessed.
 - c. My personal viewpoints using expressions appropriate for the target language and culture.
9. **Adapt my writing to a variety of audiences, such as editorial readers, professionals, and the general public.**
 - a. A letter to my boss explaining why I missed an important meeting due to a delay at the airport.
 - b. A summary of the results of a survey in narrative form.
 - c. A review of a movie for a variety of publications adjusting the content as guided by the readership.

10. Sustain and justify opinions and arguments in writing.

- a. An editorial supporting the establishment of a sustainability committee on a university campus.
- b. A letter to an airline official delineating the rude and unprofessional behavior of an airline employee.
- c. A letter of recommendation for a student or peer for a scholarship or financial aid to support his/her studies.

Advanced High

11. Create well-structured and easily readable reports, summaries, or articles on complex topics.

- a. Clear, structured explanations about some complex topics familiar to me and underline the important issues, such as an editorial to support a political candidate, or the review of a movie.
- b. Support and elaboration of points of view at some length providing both rationale and examples, such as my choice of career or academic studies.
- c. Access of appropriate resources for a letter, report, or article on a topic relevant to me.
- d. Adjustment of my written messages according to my audience, such as business letters, reports, and executive summaries.
- e. Attendance of face-to-face meetings and a recorded summary of the discussion that is forwarded to meeting participants.

12. Write about some abstract topics with precision and detail.

- a. An article about an issue important to me, such as the role of voting in a democracy.
- b. Synthesized information and arguments from a number of sources to support a report on topics, such as healthcare, nutrition, or exercise.
- c. An essay articulating my beliefs, such as the importance of family, friendship, or relationships.
- d. A filled out hotel survey and a detailed description of the inadequate service and lack of cleanliness in the room/hotel.

13. Incorporate idiomatic and culturally authentic expressions in my writing with ease.

- a. A letter of recommendation using the appropriate greetings, transitions, and closing for a variety of audiences, such as friends, relatives, and closing for a variety of audiences, such as friends, relatives, teachers, and business associates.
- b. A cover letter for a job application and compose a resume that reflects the appropriate degree of formality as well as language.
- c. Critical feedback on a paper regarding strengths and weaknesses of the paper.
- d. An informational complaint to a company that the product shipped to me was defective and a request for compensation for the inconvenience this has caused.
- e. An editorial including the appropriate culturally authentic expressions.

14. Write a narrative about an experience in a clear, fluent style, appropriate to the genre.

- a. Personal texts, such as poems and essays, using language and style appropriate to the genre.
- b. Personal imaginative texts, such as a film or drama script, following established conventions of the genre.
- c. A clear, well-structured report supporting my point of view at some length with supporting reasons and examples as well as appropriate conclusion.

CULTURES:

GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language. Students cannot truly master the language until they have also mastered the cultural context in which the language occurs. These cultural perspectives help students understand patterns of behavior, ways of life, worldviews, and contributions in the multiple countries and cultures in which the language is spoken.

STANDARDS:

ACTFL: **2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CCSS:

R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

R6: Assess how point of view or purpose shapes the content and style of a text.

R7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorten time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CULTURES: Novice

I can...

Novice Low

1. Converse using appropriate forms of address (formal and informal).
2. Compare and contrast the family and societal structure of the target culture with my own.
3. Identify contemporary personalities and events.

Novice Mid

4. Locate and extract information from culturally authentic materials.
5. Identify significant historical achievements and contributions throughout history.
6. Infer the meaning of language, behaviors, and gestures that reflect the culture.

Novice High

7. Investigate expressive products of the culture (for example: literature, film, music, dance, art, and architecture).
8. Identify images and symbols of the culture.
9. Identify everyday items found within homes and communities.

CULTURES: Intermediate

I can...

Intermediate Low

1. Converse using appropriate forms of address (formal and informal) and gestures.
2. Describe cultural characteristics and behaviors of everyday life (for example: social and geographic factors).
3. Extract and discuss information from culturally authentic materials.

Intermediate Mid

4. Identify and discuss contemporary personalities and events.
5. Identify and discuss significant historical achievements and contributions throughout history.
6. Investigate and compare and contrast film, music dance, art, and architecture.
7. Investigate and discuss expressive products of the culture (for example: literature, film, music, dance, art, and architecture).

Intermediate High

8. Create representative products of the culture.
9. Identify and explain images and symbols of the culture.
10. Identify and explain everyday items as found within homes and communities.

CULTURES: Advanced

I can...

Advanced Low

1. Research and report on products of the culture (for example: literature, dance, music, art, and film).
2. Investigate and create representative products of the culture.

Advanced Mid

3. Identify, analyze and explain the cultural significance of images and symbols.
4. Analyze and discuss themes, ideas, and perspectives related to the cultures being studied.
5. Compare and contrast cultural perspectives as they relate to social, economic, and political institutions.

Advance High

6. Analyze and explain different cultural practices.
7. Converse in the target culture language with people from the target culture.
8. Converse and elaborate upon different cultural practices and perspectives in the target language.

CONNECTIONS:

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION.

As students increase their proficiency in another language, they acquire new ideas and information that connect with and expand prior and present learning in other disciplines.

STANDARDS:

ACTFL 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- CCSS**
- R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - R3:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
 - R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
 - R6:** Assess how point of view or purpose shapes the content and style of a text.
 - R7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - R9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - W7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - W8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONNECTIONS: *Novice*

I can...

Novice Low

1. Recognize cognates (words that look alike, sound similar, or have similar meanings) between European languages.
2. Identify weather patterns and problems around the world.
3. Compare and contrast oral traditions that are common across cultures.

Novice Mid

4. Draw comparisons between cultures (for example: populations, exports, geographical features).
5. Solve math problems and reckon exchange rates in the target language.
6. Recognize the role of immigration in the history of the world.

Novice High

7. Examine world health issues.
8. Utilize world language resources (music, magazines, newspapers, movies, radio, Internet) from the target culture to gain insight into world cultures.

CONNECTIONS: *Intermediate*

I can...

Intermediate Low

1. Apply elements of composition to the target language (research, pre-write, rough draft, organize, revise, and edit).

Intermediate Mid

2. Investigate topics being studied through articles and short video clips in the target language.

Intermediate High

3. Utilize world language resources (music, magazines, newspapers, movies, radio, Internet) from the target culture to gain insight into world cultures.
4. Present reports and discuss topics in the target language being studied in other classes.

CONNECTIONS: *Advanced*

I can...

Advanced

1. Present reports and discuss topics in the target language about information studied in other classes.
2. Extract and assimilate information from authentic documents to use in research, to prepare reports, and in other disciplines.

COMPARISONS:

COMPARISONS: DEVELOP INSIGHT IN THE NATURE OF LANGUAGE AND CULTURE

As students encounter the similarities and differences between their native and acquired languages, they learn to look at their own language and culture and compare it with others.

STANDARDS:

ACTFL

- 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2:** Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.

CCSS:

- R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
- R6:** Assess how point of view or purpose shapes the content and style of a text.
- R7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R10:** Read and comprehend complex literary and informational texts independently and proficiently.
- W1:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

COMPARISONS: *Novice*

I can...

Novice Low

1. Identify sound and structural patterns of the target language.
2. Identify idiomatic expressions of the target language.
3. Observe connections among languages including word borrowing and cognates, as well as sound and structural patterns.
4. Make basic comparisons between my language and the target language, including words that look and sound alike.

Novice Mid

5. Compare and contrast items and products, such as: food, songs, advertisements, stories, etc.
6. Identify basic stereotypes about the target cultures.

Novice High

7. Compare and contrast patterns in daily life.

COMPARISONS: *Intermediate*

I can...

Intermediate Low

1. Compare and contrast sound and structural patterns of the target language to the native language.
2. Compare and contrast culturally appropriate patterns of behavior.
3. Identify differences in patterns of behavior (for example: gestures, manners, dress, and celebrations).

Intermediate Mid

4. Analyze idiomatic expressions and gestures of the target language and the student's own language.
5. Compare the syntax of my language and the target language.

Intermediate High

6. Explain the concept that language continually evolves.
7. Compare and contrast cross-cultural stereotypes.

COMPARISONS: *Advanced*

I can...

Advanced Low

1. Identify and explain ways in which language reflects how cultures organize information and view the world.
2. Identify geographical variations in the target language.

Advanced Mid

3. Identify and explain cultural perspectives as reflected in the arts, literature, and world issues.
4. Identify and explain cultural perspective as reflected in language and behavior.

Advanced High

5. Compare dialectical variations in the target language and hypothesize how culture affects dialectical differences in the target language.

COMMUNITIES:

PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.

Learning world languages enables students to participate in multilingual communities at home and around the world in a variety of contexts and in culturally sensitive ways. World language learning is a skill that has lifelong implications for the enhancement of career options as well as the enrichment of one's perspective in everyday life.

STANDARDS:

ACTFL:

- 5.1:** Students apply language skills and cultural knowledge in daily life.
- 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

CCSS:

- R7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R10:** Read and comprehend complex literary and informational texts independently and proficiently.
- W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

COMMUNITIES: *Novice*

I can...

Novice Low

- 1. Discuss ways to use the target language in my life.**
- 2. Participate in cultural events that may occur.**

Novice Mid

- 3. View and/or listen to a variety of media.**
- 4. Investigate cross-cultural experiences such as international exchanges and travel abroad.**

Novice High

- 5. Recognize ethnic and linguistic differences.**

COMMUNITIES: *Intermediate*

I can...

Intermediate Low

1. Investigate ways to use the target language in my life.
2. Investigate and participate in cultural events that may occur.

Intermediate Mid

3. View, listen to and speak about a variety of media.
4. Investigate and participate in cross-cultural experiences such as international exchanges and travel abroad.

Intermediate High

5. Investigate and discuss ethnic and linguistic differences.
6. Use the target language both within and beyond the school setting.

COMMUNITIES: *Advanced*

I can...

Advanced Low

1. Use the target language in my life.
2. Analyze and participate in cultural events that may occur.
3. View, listen to, speak about, and examine a variety of media.

Advanced Mid

4. Use media from the target language and culture for entertainment and cultural understanding.
5. Investigate cross-cultural experiences such as international exchanges and travel abroad.
6. Plan a trip to a country of the target language.

Advanced High

7. Evaluate and analyze ethnic and linguistic differences.
8. Establish/develop interpersonal relationships with speakers of the target language.
9. Explore opportunities to use the target language in authentic ways.

Middle School Spanish A

Course Description:

Spanish A introduces the student to the cultures and language of Spanish-speaking countries through the four basic language skills: listening comprehension, speaking, reading, and writing. Spanish A is a required nine-week exploratory class for 6th graders.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Games
- Total Physical Response
- Cues, questions, and advance organizers
- Formative & summative assessments
- TPRS (Teaching Proficiency through Reading and Storytelling)

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Culture:

Students know and are able to...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

Level A Topics:

1. Alphabet
2. Pronunciation
3. Days, months, seasons & weather
4. Greetings, farewells & personal information
5. Numbers
6. Classroom objects
7. Colors
8. Holidays
9. Nouns
10. Me gusta
11. Subject pronouns
12. Verbs
13. Clothing
14. Geography, history, culture, current events
15. Cognates

Alphabet:

Knowledge and use of the alphabet to understand and communicate spelling

Greetings, Farewells & Personal Information:

Types of greetings
Exchange of appropriate personal information
Types of farewells

Days, Months, and Dates:

Names of the days of the week and the months of the year
Dates of events, holidays, activities, and celebrations

Pronunciation:

-basic pronunciation and intonation

Middle School Spanish A Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Classroom Objects:

Names and descriptions

Connecting topics: alphabet; colors, noun/adjective agreement, articles

Clothing:

Different types of clothing

Shopping

Color and cost

Articles

Appropriate times to wear certain clothes

Descriptions

Numbers:

0-30

Use of numbers in dates, counting, telephone numbers, shopping, ages, math, etc.

Connecting Topics: All Topics

Verbs:

Subject pronouns
Exposure to ser, estar, and other infinitives

Me Gusta:

Expressing personal likes and dislikes using infinitives

Colors:

Description of objects

Preferences

Adjective agreement

Geography and History:

Spanish-speaking countries
Spanish colonization of Latin America

Nouns

Number

Gender

Definite and indefinite articles

Holidays:

Celebrations appropriate to time of year.

Cognates:

Awareness of true cognates and false cognates.

Seasons & Weather:

Names of seasons

Different kinds of weather

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

Middle School Spanish A Performance Indicators

Topic	Communication	Culture
Alphabet	Uses the Spanish alphabet and marking system to pronounce, understand, and spell words.	Distinguishes the characteristics of the Spanish writing system.
Days, Months, Dates,	Interprets, speaks, reads, and writes the names of the days of the week and the months of the year. Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.	Describes appropriate food and drink during certain seasons, holidays, and occasions.
Greetings, Farewells, and Personal Information	Describes, interprets, and engages in a variety of greetings. Exchanges personal information about self. Describes, interprets, and engages in a variety of farewells.	Recognizes and uses appropriate cultural forms of address (formal and informal) and gestures.
Numbers	Exchanges, interprets, and presents information regarding numbers 0-30 in the context of date, counting, telephone numbers, addresses, shopping, prices, and age.	
Classroom Objects	Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.	
Colors	Uses color to describe objects and present information regarding likes and dislikes.	
Me gusta	Expresses personal likes and dislikes	
Verbs	Uses subject pronouns. Uses basic verbs in the infinitive form. Conjugates the present tense of ser.	
Adjectives	Expresses noun adjective agreement.	

Middle School Spanish A Performance Indicators

Topic	Communication	Culture
Nouns	<p>Understands, describes, and uses proper gender and number agreement.</p> <p>Describes and uses definite and indefinite articles.</p>	
Seasons and Weather	<p>Accurately describes seasons and weather.</p>	<p>Compares seasons and weather in Spanish-speaking cultures to with one's own.</p> <p>Describes holidays and their activities in each season.</p>
Clothing	<p>Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.</p>	<p>Explains the influence of culture on clothing choices.</p> <p>Describes folkloric costumes.</p>
Cognates	<p>Recognizes cognates and is aware of false cognates.</p>	

Middle School Spanish B

Course Description:

Spanish B introduces the student to the cultures and language of Spanish-speaking countries through the four basic language skills: listening comprehension, speaking, reading, and writing. Spanish B is a required nine-week exploratory class for 7th graders.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Games
- Total Physical Response
- Cues, questions, and advance organizers
- Formative & summative assessments
- TPRS (Teaching Proficiency through Reading and Storytelling)

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Culture:

Students know and are able to...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

Level B Topics:

1. Numbers 1-100
2. Time
3. Ser and Estar
4. Foods and Beverages
5. Holidays
6. Conjugation of -ar verbs
7. Geography, history, culture, current events
8. Review and expansion of Level A topics

Review:

Alphabet
Pronunciation
Calendar
Greetings and introductions
Seasons and weather
Articles
Classroom vocabulary
Colors
Me gusta
Ser and other verbs
Adjectives and agreement

Time:

Expressing time
Stating beginning and ending of events
Class schedules

Numbers:

0-100
Use of numbers in dates, counting, telephone numbers, shopping, ages, math, time, etc.
Connecting Topics: All Topics

Middle School Spanish B

Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Verbs:

Conjugation of regular -ar verbs in the present tense
Usage of ser and estar

Foods & Beverages:

Common foods and beverages
Utensils
Descriptions

Culture: Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

Geography and History of Spanish-speaking countries**Holidays:**

Celebrations appropriate to time of year

Middle School Spanish B Performance Indicators

Topic	Communication	Culture
Alphabet	Uses the Spanish alphabet and marking system to pronounce, understand, and spell words.	Distinguishes the characteristics of the Spanish writing system.
Classroom Objects	Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.	Describes personal supplies used in the classroom.
Numbers	Exchanges, interprets and presents information regarding numbers 1-100 in the contexts of date, time, counting, telephone numbers, prices and age.	
Colors	Uses color to describe objects and to present information regarding likes and dislikes.	
Personal descriptions and feelings	Expresses health, location, condition, origin, nationality; describes people and objects.	
Days, months, and dates	Interprets, speaks, reads, and writes the names of the days of the week and the months of the year. Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.	
Time	Expresses time, verbally and in writing. Expresses when something happens.	
Food and beverages	Exchanges, interprets, and presents information about common foods and beverages. Describes food likes and dislikes. Describes eating customs and food groups.	Describes appropriate food and drink during certain seasons, holidays, and occasions.

Middle School Spanish B Performance Indicators

Topic	Communication	Culture
Greetings, farewells, and personal information	<p>Describes, interprets, and engages in a variety of greetings.</p> <p>Exchanges personal information about self.</p> <p>Describes, interprets, and engages in a variety of farewells.</p>	Describes appropriate cultural forms of address (formal and informal) and gestures.
Regular –ar verbs	Conjugates and uses high-frequency -ar verbs in the present tense.	
Geography, history, culture, current events	Produces or communicates information using a variety of mediums.	

Middle School Spanish C

Course Description:

Spanish C introduces the student to the cultures and language of Spanish-speaking countries through the four basic language skills: listening comprehension, speaking, reading, and writing.

Spanish C is a semester elective for 8th graders.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Games
- Total Physical Response
- Cues, questions, and advance organizers
- Formative & summative assessments
- TPRS (Teaching Proficiency through Reading and Storytelling)

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Culture:

Students know and are able to...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

Level C Topics:

1. Expansion of Spanish A and B topics
2. Alphabet
3. Greetings and farewell; exchange of personal information
4. Days, months, seasons, weather
5. Numbers 1-1000+
6. Classroom objects
7. Prepositions
8. Colors
9. Daily activities
10. ar verbs
11. Ser and estar
12. Time
13. Conjugation of -er verbs
14. *Tener* and *tener* expressions
15. Parts of the body
16. Family
17. Geography, history, culture, current events

Review:

Alphabet
 Pronunciation
 Calendar
 Greetings and introductions
 Seasons and weather
 Articles
 Classroom vocabulary
 Colors
 Me gusta
 Ser and other verbs
 Time
 Ser/estar
 -ar verbs
 Food and restaurant vocabulary

Verbs:

Regular present tense of -er verbs
 Tener and related expressions

Numbers:

0-1,000+
 Use of numbers in dates, counting, telephone numbers, shopping, ages, math, time, etc.

Connecting Topics: All Topics

Middle School Spanish C Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Geography and History:

-Immigration:
 history
 cultural implications
 challenges
 current issues/impacts

Prepositions:

To
 Next to
 On top of
 Underneath
 On
 From
 Behind
 In front of
 To the side (left, right)
 In

Daily Activities:

Students' daily activities
 Daily activities of others
Connecting Topics: All Topics
Culture: Sports

Family:

Description of immediate family

Culture: Differences of family structures and cultures.

Body Parts:

Me duele: It hurts.
 ¿Cómo te sientes?: How do you feel
 ¿Qué tienes?: What's wrong?
 Medical/dental office situations

Middle School Spanish C Performance Indicators

Topic	Communication	Culture
Body parts	Identifies basic body parts. Uses basic medical expressions to describe health, illness, and pain.	
Classroom Objects	Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.	Describes personal supplies used in the classroom.
Clothing	Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.	Explains the influence of culture on clothing choices.
Colors	Uses color to describe objects and to present information regarding likes and dislikes.	
Daily Activities	<p>Listens, speaks, reads, and writes about daily activities.</p> <p>Exchanges, interprets, and presents information related to the daily activities of others.</p>	Identifies and describes typical leisure time activities in Spanish-speaking countries.
Days, Months, Dates, and Time	<p>Interprets, speaks, reads, and writes the names of the days of the week and the months of the year.</p> <p>Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</p>	Describes appropriate food and drink during certain seasons, holidays, and occasions.
Family	Exchanges information about the immediate family.	Explains the importance of family and family events in a Spanish-speaking country.
Food and Beverages	<p>Exchanges, interprets, and presents information about common foods and beverages.</p> <p>Describes food likes and dislikes.</p> <p>Describes eating customs and food groups.</p>	<p>Identifies typical food items from Spanish-speaking cultures and special events in which they may be consumed.</p> <p>Describes how to order and pay in restaurants.</p>

Middle School Spanish C Performance Indicators

Topic	Communication	Culture
Greetings, Farewells, and Personal Information	<p>Describes, interprets, and engages in a variety of greetings.</p> <p>Exchanges personal information about self.</p> <p>Describes, interprets, and engages in a variety of farewells.</p>	Describes appropriate cultural forms of address (formal and informal) and gestures.
Numbers	Exchanges, interprets and presents information regarding numbers 0-1000+ in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.	
Er Verbs	<p>Conjugates regular, present-tense —er verbs.</p> <p>Conjugates tener and expressions with tener.</p>	
Seasons and Weather	Names and describes the seasons in the context of weather	<p>Compares seasons and weather in Spanish-speaking countries to one's own.</p> <p>Describes holidays and their activities in each season.</p>

Spanish 1

Course Description: (skill level ~ novice low to novice mid-level learners)

Spanish 1 introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets of this curriculum document.
- World languages must be part of the Common Core curriculum in 21st Century schools.

Strategies and Expectations:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Level 1 Topics:

1. Alphabet
2. Classroom objects
3. Clothing
4. Colors
5. Daily activities / school schedule
6. Days, months, dates and time
7. Family & physical description
8. Foods & beverages
9. Greetings, farewells & personal information
10. Numbers
11. Places & locations
12. Seasons & weather

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2. Students understand and interpret written and spoken language on a variety of topics.
 - 1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1. Students use the language both within and beyond the school setting.
 - 5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Cognates: -false cognates

Adjectives:

- placement
- agreement

Key Concepts & Structures

Prepositions Personal "a" Contractions

Nouns & Articles:

- number
- gender
- definite / indefinite

Sentence Structure:

- word order
- statements
- interrogative
- negative

Pronunciation:

- basic pronunciation and intonation

Verbs:

- present tense
 - *regular
 - *irregular
 - *stem changing
- regular *tú* commands
- present progressive
- tener expressions
- preterit (intro)
- gustar type verbs

Pronouns:

- subject
- direct / indirect
- Prepositional object

Culture:

- Students are able to...
- observe and identify everyday cultural practices.
 - distinguish similarities and differences among cultures.
 - use culturally appropriate gestures and oral expressions.
 - listen to and read authentic materials in the language.

Student Self-Assessment:

Based on the **Standards**, **Topics** and **Key Concepts & Structures** listed here, students should ask themselves...

- Listening:* Can I understand Spanish when I hear it?
Speaking: Can I speak Spanish with a variety of people?
Reading: Can I read a variety of materials in Spanish?
Writing: Can I write Spanish for different purposes?
Culture: Can I use my knowledge of Spanish-speaking cultures?

Alphabet:

Knowledge and use of the alphabet to understand and communicate spelling

Connecting Topics: All Topics

Culture: Distinguishing characteristics of the writing system

Days, Months, Dates & Time:

Names of the days of the week and the months of the year

Dates of events, holidays, activities, and celebrations

Connecting Topics: All Topics

Culture: Appropriate activities during certain seasons, holidays and occasions

Greetings, Farewells & Personal Information:

Types of greetings

Exchange of appropriate personal information

Types of farewells

Connecting Topics: Alphabet; Daily Activities; Days, Months, Dates & Time; Family

Culture: Appropriate gestures and forms of address used

Classroom Objects:

Names, colors, size of classroom objects

Connecting topics: Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations

Culture: Personal supplies

Spanish 1**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Numbers:

0-100

Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.

Connecting Topics: All Topics

Culture: Currencies; Exchange Rates; Metric and English systems

Clothing:

Different types of clothing
Shopping

Color and cost

Appropriate times to wear certain clothes

Connecting Topics: Alphabet; colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather

Culture: Clothing in the culture, folkloric costumes

Places & Locations:

Common building names, e.g. library, museum, store, station

Common geographic words, e.g. lake, mountain, park, state, country

Connecting Topics: Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather

Culture: Visits to places and locations for business and pleasure

Family:

Description of immediate family including physical appearance.

Connecting Topics: Alphabet; Clothing; colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations

Culture: Importance of the family and family events.

Seasons & Weather:

Names of seasons

Different kinds of weather

Connecting Topics: Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers

Culture: Similarities and Differences; Holidays

Foods & Beverages:

Common foods and beverages
Description

Connecting Topics: Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather

Culture: Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

Colors:

Description of objects
Preferences

Connecting Topics: Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations

Culture: Color in the culture

Daily Activities:

Students' daily activities

Daily activities of others

Connecting Topics: All Topics

Culture: Sports

Spanish 1

Performance Indicators

Topic	Communication	Culture
Alphabet	Uses the Spanish alphabet and marking system to pronounce, understand, and spell words	Distinguishes the characteristics of the Spanish writing system.
Classroom Objects	Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.	Describes personal supplies used in the classroom.
Clothing	Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.	Explains the influence of culture on clothing choices. Describes folkloric costumes.
Colors	Uses color to describe objects and present information regarding likes and dislikes.	Describes the use of color in the culture.
Daily Activities	<p>Listens, speaks, reads, and writes about daily activities and school schedule.</p> <p>Exchanges, interprets, and presents information related to the daily activities of others.</p>	Identifies and describes typical leisure time activities in Spanish-speaking countries.
Days, Months, Dates, and Time	<p>Interprets, speaks, reads, and writes the names of the days of the week and the months of the year.</p> <p>Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</p>	Describes appropriate food and drink during certain seasons, holidays, and occasions.
Family	Exchanges information about the immediate family. Describes family members including physical description.	Explains the importance of family and family events in a Spanish-speaking country.
Food and Beverages	Exchanges, interprets, and presents information about common foods and beverages.	Identifies typical food items from Spanish-speaking cultures and special events in which they may be consumed.
Food and Beverages	Describes food likes and dislikes.	Describes how to order and pay

Spanish 1

Performance Indicators

Topic	Communication	Culture
(continued)	Describes eating customs and food groups.	in restaurants.
Greetings, Farewells, and Personal Information	Describes, interprets, and engages in a variety of greetings. Exchanges personal information about self. Describes, interprets, and engages in a variety of farewells.	Describes appropriate cultural forms of address (formal and informal) and gestures.
Numbers	Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.	Uses the metric and English systems. Describes the currency system in Spanish-speaking countries and exchange rates.
Places and Locations	Exchanges, interprets, and presents information about common building names including library, museum, store, and station. Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.	Identifies and describes typical places for visits and locations for business in a Spanish-speaking country.
Seasons and Weather	Names and describes the seasons in the context of weather.	Compares seasons and weather in Spanish-speaking cultures to one's own. Describes holidays and their activities in each season.
School Schedule	Exchanges, interprets and presents information about course schedules including names and order of classes. Provides information regarding personal preferences about courses. Describes locations within the school building. Presents information regarding daily routines in school.	Describes similarities and differences in schooling in Spanish –speaking cultures and ones' own.

Spanish 2

Course Description: (skill level ~ novice mid to novice high-level learners)

Spanish 2 furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through literature.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.

Strategies and Expectations:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Level 2 Topics:

1. Body parts, health, & fitness
2. Daily routines
3. Description of people, personalities, nationalities, and occupations
4. Dining out
5. Directions
6. Leisure time
7. Shopping
8. Sports
9. Travel and Transportation
10. Expansion of Level 1 topics

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2. Students understand and interpret written and spoken language on a variety of topics.
 - 1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1. Students use the language both within and beyond the school setting.
 - 5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Adjectives:

- comparative
- superlative
- possessive
- demonstrative

Key Concepts & Structures

Expansion of Level 1 concepts

Adverbs:

- creating adverbs out of adjectives

Verbs:

- past tense
 - imperfect
 - regular
 - irregular
 - preterit
 - regular
 - irregular
- commands
- reflexive
- passive voice

Negative: structures

Pronouns:

- demonstrative
- direct / indirect
- prepositional
- possessive
- reflexive

Culture:

- Students are able to...
- observe and identify everyday cultural practices.
 - distinguish similarities and differences among cultures.
 - use culturally appropriate gestures and oral expressions.
 - listen to and read materials in the language.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

- Listening:* Can I understand Spanish when I hear it?
Speaking: Can I speak Spanish with a variety of people?
Reading: Can I read a variety of materials in Spanish?
Writing: Can I write Spanish for different purposes?
Culture: Can I use my knowledge of Spanish-speaking cultures?

Body parts, health & fitness:

Identification of body parts
Expressions of state of health
Fitness activities
Diet

Connecting topics: Daily routines; descriptions of people; personalities & nationalities; dining out, leisure time; shopping; sports
Culture: Medical care and diet

School Schedule:

Names and order of classes
Preferences
Locations within school
Routine

Connecting Topics: Daily routines; leisure time; sports; travel & transportation
Culture: Similarities and differences

Daily Routines:

Personal hygiene and habits

Connecting topics: Body parts; health and fitness; description of people, personalities and nationalities, directions; leisure time; school schedule; shopping; sports
Culture: Similarities and differences

Spanish 2**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Description of People, Personality & Nationalities:

Physical and personality attributes
Fashion
Professions

Word formations when referring to nationalities

Connecting topics: Body parts; health and fitness; daily routines; leisure time; shopping; sports

Culture: Celebrations; famous people; folkloric activities and clothing; similarities and differences

Sports:

Names and equipment
Preferences
Abilities

Sports clothing

Connecting Topics: Body parts; health & fitness; daily routines; description of people; personalities & nationalities; leisure time; school schedule; shopping; travel & transportation

Culture: Popularity of sports; game rules

Shopping:

Variety of stores and merchandise
Clothing, food, beverages
Preferences

Quantities and size

Connecting Topics: Body parts; health & fitness; daily routines; description of people, personalities & nationalities; directions; leisure time; sports; travel & transportation

Culture: Fashion; seasonal availability; metric & English systems; electrical and electronic system

Directions:

Directions to a place
Directions on how to do something
Metric and English system vocabularies
Numbers 101 – 1000

Connecting Topics: Daily routines; leisure time; shopping; travel & transportation

Culture: Metric system for travel and cooking; transportation alternatives

Dining Out:

Table settings
Table conversation
Toasting

Connecting Topics: Body parts; health & fitness; leisure time; travel & transportation

Culture: Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

Leisure Time:

School clubs
Vacations

Free time activities

Family and community events

Connecting Topics: All Topics

Culture: Similarities and differences

Travel & Transportation

Local travel

Geographic names

Cardinal directions

Trip preparation, itinerary, tickets and reservations

Modes of transportation

Connecting Topics: Dining out; directions; leisure time; school schedule; shopping; sports

Culture: Similarities and differences

Expansion of Level 1 Topics and Key Concepts

<p style="text-align: center;">Spanish 2</p> <p style="text-align: center;">Performance Indicators</p>		
Topic	Communication	Culture
Body Parts; Health & Fitness	<p>Identifies and presents information on the body.</p> <p>Interprets and presents information about state of health using common expressions.</p> <p>Exchanges, interprets, and presents information on fitness activities and diet.</p>	<p>Compares and contrasts cultural practices in areas of medical care and diet.</p>
Daily Routines	<p>Exchanges, interprets, and presents information about personal hygiene and habits</p>	<p>Describes cultural similarities and differences in personal routines.</p>
Description of People, Personalities, and Nationalities	<p>Identifies, exchanges and presents personal and biographical information including physical descriptions and personality attributes.</p> <p>Exchanges, interprets and describes information about fashion.</p> <p>Exchanges, interprets and describes information about professions.</p> <p>Applies correct word formations when referring to nationalities.</p>	<p>Describes similarities and differences in celebrations.</p> <p>Explain the influence of culture on clothing, and clothing in folkloric activities.</p>
Dining Out	<p>Exchanges, interprets, and describes table settings and table conversations.</p> <p>Describes a toast in the context of celebrations and appropriateness.</p>	<p>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Spanish speaking countries.</p>
Directions	<p>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</p> <p>Follows oral and written directions to a specified location or on how to carry out a procedure.</p> <p>Describes similarities and differences</p>	<p>Identifies transportation alternatives in Spanish – speaking cultures.</p> <p>Describes travel and cooking using the metric system.</p>

<p style="text-align: center;">Spanish 2</p> <p style="text-align: center;">Performance Indicators</p>		
Topic	Communication	Culture
Directions (continued)	<p>between metric and English Systems and applies the vocabularies of both.</p> <p>Exchanges, interprets and presents information using numbers 101 – 1000</p>	
Leisure Time	Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.	Compares and contrasts leisure time activities in Spanish – speaking cultures to ones’ own.
Shopping	<p>Describes types of stores and merchandise available in Spanish–speaking countries.</p> <p>Presents personal preferences for style and design of clothing, food, and beverages.</p> <p>Interprets and presents information about size, price and quantity of items using authentic items</p>	<p>Describes the influence of culture on fashion.</p> <p>Describes seasonal availability of merchandise.</p> <p>Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Spanish – speaking countries</p>
Sports	<p>Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</p> <p>Presents information on personal preferences for sporting activities.</p>	Compares the popularity of sports in Spanish-speaking countries and the U.S.
Travel and Transportation	<p>Describes local travel.</p> <p>Describes locations using geographic names.</p> <p>Asks for or gives simple directions to specified locations using cardinal directions.</p> <p>Follows oral and written directions to a specified location.</p> <p>Asks and answers questions about past or future travel plans and destinations including</p>	Describes similarities and differences in cultures, including travel destinations, vacation practices and the mode of transportation.

Spanish 2 Performance Indicators		
Topic	Communication	Culture
	trip preparation, itinerary, tickets and reservations. Exchanges, interprets, and presents information about modes of transportation.	

Spanish 3

Course Description: (skill level ~ intermediate low to intermediate mid-level learners)

Spanish 3 furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.

Strategies and Expectations:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Level 3 Topics:

1. Arts and entertainment
2. City and the country
3. Careers
4. Ecology
5. Politics
6. Travel
7. Media & technology
8. Expansion of Level I & II topics

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Adjectives:

- nominalization of adjectives
- past participle as adjective

Conjunctions:

- pero* vs. *sino*
- with subjunctive

Verbs:

- imperfect vs. preterit
- all command forms
- conditional
- future
- passive voice
- gustar*-like verbs
- present and past perfect
- present and past progressive
- present subjunctive

Key Concepts & Structures

Pronouns:

- demonstrative
- possessive
- reflexive
- single and double object

Prepositions:

- por* vs. *para*

Expansion of Levels 1 and 2

Culture:

- Students are able to:
- discuss and write about everyday cultural practices.
 - analyze similarities and differences among cultures.
 - use culturally appropriate gestures and language to interact with peers and adults.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand Spanish when I hear it?

Speaking: Can I speak Spanish with a variety of people?

Reading: Can I read a variety of materials in Spanish?

Writing: Can I write Spanish for different purposes?

Culture: Can I use my knowledge of Spanish-speaking cultures?

Careers:

- Professions
- Education and training
- Tools of the trade
- Connecting topics:* Arts and Entertainment; Media and Technology; Politics; Travel; City and Country
- Culture:* Systems of education; Benefits of multilingualism

Arts and Entertainment:

- Art, dance, music, theatre
- Connecting topics:* Careers; Travel; Politics; Media and Technology
- Culture:* Famous people

Ecology:

- Environment, flora, fauna and natural resources.
- Ecosystems and ecotourism
- Pollution and recycling
- Advanced weather vocabulary
- Connecting topics:* Politics; Media and Technology; Travel; City and Country

Spanish 3**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Media and Technology

- Computers; television; DVD; radio;; other digital media and emerging technology.
- World and local news.
- Connecting topics:* Arts and Entertainment; Careers; Ecology; Politics; Travel
- Culture:* Multilingualism; World - wide corporate influence; Travel and Education

City and Country:

- Buildings; transportation; traffic; infrastructure; nature; advantages; disadvantages; animals
- Connecting Topics:* Careers; Media and Technology; Ecology, Arts and Entertainment; Travel
- Culture:* Social Values; Relationship to Place; Similarities and Differences

Travel:

- Transportation (train, bus, plane, subway)
- Lodging
- Currency exchange
- Connecting topics:* Ecology; Media & Technology; Arts and Entertainment; Politics
- Culture:* Similarities and differences

Politics:

- Different types of governments; terminology; historical figures / events
- Connecting Topics:* Arts and Entertainment; Media and Technology; Careers; City and Country
- Culture:* Historical figures / events; World leaders; International relations

Spanish 3 Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	Views, reads, discusses, and critically analyzes Spanish-language television shows, films, art, dance, literature, music, or fashion.	Identifies famous artists, actors, composers, musicians, designers or authors, and their impact on world culture.
Careers	Describes professions and jobs and the accessibility of these professions, including the education and training needed to be successful. Describes the tools of the trade in the context of a profession.	Describes the educational system in Spanish-speaking countries. Analyzes the benefits of multilingualism.
Ecology	Identifies and presents information and on how Spanish-speaking countries protect the environment: flora, fauna, and natural resources. Describes ecosystems and ecotourism. Describes pollution and recycling programs in a Spanish-speaking country. Applies advanced weather vocabulary.	Explains the emergency systems for dealing with extreme weather and natural disasters in a Spanish-speaking country. Explains similarities and differences in ways cultures deal with extreme weather and natural disasters Describes the similarities and differences of flora and fauna in the Spanish-speaking world.
Media and Technology	Exchanges, interprets, and presents information and opinions from traditional print media (magazines and newspapers), non print media (television and radio) and electronic media (computers, Internet, players, DVD, and podcasts) Views, listens to, reads, and critically analyzes world and local news. Uses media and technology to view, listen, read, and critically analyze the arts.	Analyzes the benefits of multilingualism. Analyzes the impact of media on global corporate influence, travel, and education.
City and Country	Describes infrastructure, transportation, and buildings. Compares and contrasts “city life” to “country life.” Describes the nature (animals, geological	Describes the differences between city and country culture. Discusses the social values of

Spanish 3 Performance Indicators

Topic	Communication	Culture
	formations, etc.) of the Spanish-speaking country.	people in both settings and their relationships to their environment.
Politics	<p>Compares and contrasts different types of governments in Spanish-speaking countries.</p> <p>Identifies and presents information on historical figures and events.</p>	<p>Recognizes leaders and historical figures of Spanish-speaking countries.</p> <p>Discusses historical and current events of Spanish-speaking countries.</p>
Travel	<p>Describes local travel.</p> <p>Exchanges and interprets information on modes of transportation.</p> <p>Describes different types of lodging that is available in Spanish-speaking countries.</p> <p>Exchanges information pertaining to accommodations.</p> <p>Understands exchange rates and can apply this knowledge.</p>	<p>Compares and contrasts the systems of travel and lodging in Spanish-speaking countries.</p>

Spanish 4/ Spanish IB SL1 & HL1

Course Description: (skill level ~ intermediate high to advanced low-level learners)

Spanish 4 is taught exclusively in Spanish. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.

Strategies and Expectations:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Based on a format developed by
Boulder Valley School District,
Boulder, Colorado, 2008

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2. Students understand and interpret written and spoken language on a variety of topics.
 - 1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1. Students use the language both within and beyond the school setting.
 - 5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Key Concepts & Structures

Expansion of Levels 1, 2, & 3 concepts

Level 4 Topics:

1. Arts in the Spanish-speaking world
2. Current events and social issues in the Spanish-speaking world
3. Literary analysis
4. Expansion of Levels 1, 2 and 3 topics
5. Media and Technologies (IB only)
6. Ecology and Environment (IB only)

Verbs:

- compound-complex sentences
- sequences of tenses
- perfect tenses
- subjunctive
 - uses of the imperfect
 - perfect tenses
 - with adjectival and
 - adverbial clauses
 - 'if' clauses

Reflexive and reciprocal pronouns

- variety of forms

Culture:

Students are able to...

- analyze aspects of the cultures being studied such as social and political institutions.
- function in a culturally appropriate manner, through speaking and writing in complex social and work situations.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand Spanish when I hear it?

Speaking: Can I speak Spanish with a variety of people?

Reading: Can I read a variety of materials in Spanish?

Writing: Can I write Spanish for different purposes?

Culture: Can I use my knowledge of Spanish-speaking cultures?

Arts in the Spanish-speaking World:

Art terminology

Fine arts

Theater arts

Visual arts

Reading/listening/analyzing/discussing

Connecting topics: All topics

Culture: Art as a reflection of Hispanic culture

Literary Analysis:

Literary terminology

Reading/listening/analyzing/discussing in a variety of different genres, e.g. essays, novels, plays, short stories.

Connecting Topics: All topics.

Culture: Literature as a reflection of Hispanic culture.

Spanish 4 / Spanish IB SL1 & HL1

Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Current Events & Social Issues in the Spanish-speaking World :

Political and social terminology

Reading/listening/analyzing/discussing current events and social issues

Connecting Topics: All topics

Culture: Current events as a reflection of Hispanic culture

Leisure Time:

School clubs

Vacations

Free-time activities

Family and community events

Connecting Topics: All Topics

Culture: Similarities and differences

Media and Technologies: (IB only)

Traditional media (print) and electronic media as sources of information.

Potential for bias.

Vocabulary for technology for describing function of current technology

Connecting: current events, social issues, leisure time

Culture: Media access to world events. Effect of instant information.

Ecology and Environment: (IB only)

Resources, environment and climate issues.

Global importance of sustainability

Natural disasters

Connecting: Current events, social issues, leisure time

Culture: How manmade and natural disasters change cultural makeup of a nation.

Expansion of Levels 1, 2, and 3 Topics and Key Concepts

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

Spanish 4 / Spanish IB SL1 & HL1 Performance Indicators		
Topic	Communication	Culture
Arts	<p>Interprets and presents information using arts terminology.</p> <p>Views, reads, listens, discusses and critically analyzes the fine arts (music, dance), the theater arts (plays), and the visual arts (painting, sculpture) for their influence on Spanish culture.</p>	<p>Describes how the Spanish perspective, past and present, is reflected in the arts.</p>
Literary Analysis	<p>Exchanges, interprets, and presents information using literary terminology.</p> <p>Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories.</p>	<p>Describes the perspectives of Spanish culture, past and present, as represented in literary works.</p>
Current Events and Social Issues in the Spanish-speaking World	<p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Reads, identifies, discusses, and analyzes current significant societal and political events and issues.</p>	<p>Describes cultural values and world visions as determinants of political and social events.</p> <p>Describes the significance of family structure on Spanish culture.</p> <p>Describes political issues of indigenous groups.</p> <p>Describes the political reasons for borders between countries.</p>
Media and Technology (IB only)	<p>Views, reads, listens and discusses information from a variety of sources. Analyzes and critiques for bias. Uses vocabulary of technology to describe uses and functioning of current technology</p>	<p>Analyzes effects of instant information on political events.</p>
Ecology and Environment (IB only)	<p>Exchanges ,interprets, and presents information about the animal, mineral and human worlds. Presents information and exchanges opinions about the importance of the environment. Impact of personal routines on the environment.</p>	<p>Describes environmental practices in a Spanish speaking country. Describes concerns for the environment relating to human activities.</p>

Spanish 5/ Spanish IB SL2 & HL2

Course Description: (skill level ~ advanced low to advanced high-level learners)

Spanish 5 is taught exclusively in Spanish. It develops and intensifies studies in topics directed toward fluency in advanced composition and conversation. Emphasis is on communication at an advanced level using authentic materials.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.

Expansion of Levels 1, 2, 3, and 4 concepts

Strategies and Expectations:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Key Concepts & Structures

Verbs:

-expanded studies of exceptions to grammatical rules

Level 5 Topics:

1. History in the Spanish-speaking world
2. Current events and social issues in the Spanish-speaking world
3. Literary analysis
4. Expansion of Levels 1, 2, 3, & 4 topics
5. Global Issues (IB Only)

Culture:

Students are able to...

- analyze aspects of the cultures being studied such as social and political institutions.
- function in a culturally appropriate manner through speaking and writing in complex social and work situations.
- research a topic of interest using sources from the cultures being studied.

Student Self-Assessment:

Based on the **Standards, topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand Spanish when I hear it?

Speaking: Can I speak Spanish with a variety of people?

Reading: Can I read a variety of materials in Spanish?

Writing: Can I write Spanish for different purposes?

Culture: Can I use my knowledge of Spanish-speaking cultures?

History in the Spanish-speaking World:

Historical events

Correlation to current events

Reading/listening/analyzing/discussing

Connecting topics: All topics

Culture: Hispanic culture as a reflection of history

Current Events & Social Issues in the Spanish-speaking World :

Political and social terminology

Reading/listening/analyzing/discussing current events and social issues

Connecting Topics: All topics

Culture: Changes due to current events

Spanish 5 / Spanish IB SL2 & HL2 Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Literary Analysis:

Literary terminology

Reading/listening/analyzing/discussing in a variety of different genres, e.g. essays, novels, plays, short stories.

Connecting Topics: All topics.

Culture: Literature as a reflection of Hispanic culture.

Global Issues: (IB Only)

Terminology related to global conditions and issues (health, poverty, war, genocide, human rights)

Human rights, immigration issues.

Diplomacy: Past and Present of Spanish Speaking countries

Connecting topics: History, current events

Culture: Analyzes stereotyping, tolerance and diversity within cultures.

Expansion of Levels 1, 2, 3, & 4 Topics and Key Concepts

Spanish 5 / Spanish IB SL2 & HL2 Performance Indicators		
Topic	Communication	Culture
History	<p>Interprets and presents information using historical terminology.</p> <p>Views, reads, listens, discusses and critically analyzes historical events and their impact on Hispanic culture</p>	Describes how history has affected perspective, past and present.
Literary Analysis	<p>Exchanges, interprets, and presents information using literary terminology.</p> <p>Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories.</p>	Describes the perspectives of Spanish culture, past and present, as represented in literary works.
Current Events and Social Issues in the Spanish-speaking World	<p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Reads, identifies, discusses, and analyzes current significant societal and political events and issues.</p>	<p>Describes cultural values and world visions as determinants of political and social events.</p> <p>Describes the significance of family structure on Spanish culture.</p> <p>Describes political issues of indigenous groups.</p> <p>Describes the political issues related to borders between countries.</p>
Global Issues	<p>Analyzes current events, compare and contrast rights allowed in other cultures.</p> <p>Discuss the role of diversity within the political and social structures of a Spanish speaking country.</p>	Examine the role of diplomacy across cultures to resolve issues. Examines similarities and differences in global perspectives.

French 1

Course Description: (skill level ~ novice low to novice mid-level learners)

French 1 introduces students to Francophone cultures and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, stories, reading, and written exercises.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Providing feedback
- Generating and testing hypotheses
- Homework and guided practice
- Visual representations
- Graphic organizers
- Cooperative Learning Groups
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Level 1 Topics:

1. Alphabet
2. Classroom Objects
3. Clothing & Shopping
4. Colors
5. Daily & Leisure Activities
6. Days, Months, Dates and Time
7. Family
8. Foods & Beverage
9. Greetings, Farewells & Personal Information
10. Numbers and money
11. Places & Locations
12. Seasons & Weather

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Sentence Structure:

- word order
- statements
- questions
- negatives
- prepositions, contractions

Pronunciation:

- basic pronunciation and intonation,
- cognates

Idiomatic Expressions:

- avoir, être, faire, aller

Key Concepts & Structures

Pronouns:

- subject
- stress

Verbs:

- present tense
 - *regular
 - *irregular
 - *stem changing
- simple future/past
- imperative

Adjectives:

- placement
- agreement
- possessive
- demonstrative
- interrogative

Adverbs:

- quantity and quality

Nouns & Definite

Articles:

- number and gender
- definite and indefinite

Culture:

- Students know and are able to...
- observe and identify everyday cultural practices.
 - distinguish similarities and differences amongst cultures.
 - use culturally appropriate gestures and oral expressions.
 - listen to or read materials in the language from the cultures being studied.

Student Self-Assessment:

Based on the **Standards**, **Topics** and **Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand simple French when I hear it?

Speaking: Can I speak French with my teacher and other students?

Reading: Can I read simple materials in French?

Writing: Can I write French for different purposes?

Culture: Can I identify various French-speaking cultures?

Alphabet:

Knowledge and use of the alphabet to understand and communicate spelling

Connecting Topics: All Topics

Culture: Distinguishing characteristics of the writing system

Classroom Objects and School Schedule:

Names, colors, size of classroom objects

Names of school subjects

Connecting topics: Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations

Culture: Personal supplies

Clothing & Shopping:

Different types of clothing

Shopping vocabulary

Color and cost

Appropriate times to wear certain clothes

Connecting Topics: Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather

Culture: Clothing in the culture, culturally appropriate dress

Colors:

Description of objects

Preferences

Connecting Topics: Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations

Culture: Color in the culture

Daily Activities:

Students' daily activities

Daily activities of others

Connecting Topics: All Topics

Days, Months, Dates & Time:

Names of the days of the week and the months of the year

Dates of events, holidays, activities, and celebrations

Connecting Topics: All Topics

Culture: Appropriate activities during certain seasons, holidays and occasions

French 1 Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Family & Friends:

Description of immediate family, friends, and pets

Connecting Topics: Alphabet; Clothing; colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations

Culture: Importance of friends, family and family events.

Foods & Beverages:

Common Foods and Beverages

Preferences

Description

Connecting Topics: Alphabet; Colors; Daily Activities; Days, Months, Dates & time; Family; Numbers; Places & Locations; Seasons & Weather

Culture: Specific foods and the occasions on which they are consumed; Ordering and Paying in cafes, bistros, and restaurants

Greetings, Farewells & Personal Information:

Types of greetings

Exchange of appropriate personal information

Types of farewells

Connecting Topics: Alphabet; Daily Activities; Days, Months, Dates & Time; Family

Culture: Appropriate gestures and forms of address used

Numbers:

0-1000

Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.

Connecting Topics: All Topics

Culture: Currencies; Exchange rates; Metric and English systems

Places & Locations:

Common building names: e.g.

library, museum, store, station

Common geographic words: e.g.

lake, mountain, park, state, country

Connecting Topics: Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather

Culture: Visits to places and locations for business and pleasure

Seasons & Weather:

Names of seasons

Different kinds of weather

Connecting Topics: Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers

Culture: Similarities and Differences; Holidays

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

French 1

Performance Indicators

Topic	Communication	Culture
Alphabet	Uses the French alphabet and marking system to pronounce, understand, and spell words	Distinguishes the characteristics of the French writing system.
Classroom Objects and School Schedule	Exchanges, interprets, and presents information related to classroom objects, using name, color, size, and placement. Exchanges, interprets, and describes information about course schedules, including names and order of classes.	Describes personal supplies used in the classroom. Compares and contrasts schooling in French-speaking cultures and one's own.
Clothing	Exchanges, interprets, and presents information related to clothing in terms of different types, color, cost, and appropriateness, based on daily activities and shopping.	Explains the influence of culture on clothing choices. Describes culturally appropriate dress in francophone cultures.
Colors	Uses color to describe objects and present information regarding likes and dislikes.	Describes the use of color in the culture.
Daily Activities	Listens, speaks, reads, and writes about daily activities. Exchanges, interprets, and presents information related to daily activities.	Identifies and describes typical leisure time activities in French-speaking countries.
Days, Months, Dates, and Time	Interprets, speaks, reads, and writes the names of the days of the week and the months of the year. Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.	Describes appropriate food and drink during certain seasons, holidays, and occasions.
Family & Friends	Exchanges information about the immediate family and friends.	Explains the importance of friends, family, and family events in a French-speaking country.
Food and Beverages	Exchanges, interprets, and presents information about common foods and beverages. Describes food likes and dislikes. Describes eating customs and food groups.	Identifies typical food items from French-speaking cultures and special events in which they may be consumed. Describes how to order and pay in cafes and restaurants.

French 1

Performance Indicators

Topic	Communication	Culture
Greetings, Farewells, and Personal Information	<p>Describes, interprets, and engages in a variety of greetings and introductions.</p> <p>Exchanges personal information about self.</p> <p>Describes, interprets, and engages in a variety of farewells.</p>	Describes appropriate cultural forms of address (formal and informal) and gestures.
Numbers	Exchanges, interprets, and presents information regarding numbers 0-1000 in the context of date, time, counting, telephone numbers, addresses, currency, weights, shopping, prices, and age.	<p>Uses the metric and English systems.</p> <p>Describes the currency system in French-speaking countries and exchange rates.</p>
Places and Locations	<p>Exchanges, interprets, and presents information about common building names.</p> <p>Exchanges, interprets, and presents information about common geographic words.</p>	Identifies and describes typical places for visits and locations for business in a French-speaking country.
Seasons and Weather	Names and describes the weather in the context of seasons.	<p>Compares seasons and weather in French-speaking cultures to one's own.</p> <p>Describes holidays and their activities in each season.</p>

French 2

Course Description: (skill level ~ novice mid to novice high-level learners)

French 2 furthers the study of grammar, vocabulary, and an understanding of the various Francophone cultures through movies, videos, and magazines. Students improve listening, speaking, reading, and writing skills. Students begin to develop reading comprehension skills through short stories, plays, poetry, and print media.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Providing feedback
- Generating and testing hypotheses
- Homework and guided practice
- Visual representations
- Graphic organizers
- Cooperative Learning Groups
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Level 2 Topics:

1. Body Parts, Health and Fitness
2. Daily Routines, Chores, and Description of the Home
3. Description of People, Personalities, and Nationalities
4. Cooking and Dining out
5. Directions and Geography
6. Leisure Time
7. Shopping
8. Professions
9. Travel & Transportations
10. Telephone Conversations
11. Expansion of Level 1 Topics

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Adjectives and Adverbs:

- comparative
- superlative

Pronouns:

- direct object
- indirect object
- relative pronouns

Nouns and Adjectives:

- irregular plurals

Pronunciation:

- sound discrimination

Key Concepts & Structures

Including and Expanding Level 1

Sentence Structure:

- word order
- statements
- questions with inversion
- negatives and other negative expressions

Time Expressions:

- il y a, depuis, pendant
- adverbs of time

Articles:

- partitive
- expressions of quantity

Verbs:

- present tense irregulars
- passé composé
- imparfait
- reflexive

Culture:

- Students know and are able to...
- observe and identify everyday cultural practices.
 - distinguish similarities and differences among culture.
 - use culturally appropriate gestures and oral expressions.
 - listen to or read materials in the language from the cultures being studied.

Student Self-Assessment:

Based on the **Standards, Topics** and **Key Concepts & Structures** listed here, students should ask themselves...

- Listening:* Can I understand French when I hear it?
Speaking: Can I speak French with a variety of people?
Reading: Can I read a variety of materials in French?
Writing: Can I write French for different purposes?
Culture: Can I use my knowledge of French-speaking cultures?

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

Body Parts, Health & Fitness:

Identification of body parts
 Expressions of state of health
 Fitness activities
 Diet

Connecting Topics: Daily Routines;
 Description of People, Personalities,
 and Nationalities; Dining Out,
 Leisure Time, Shopping, Sports

Culture: Medical care, diet, and
 fitness

Cooking and Dining Out:

Table Settings
 Table Conversation
 Meal Preparation and Service

Connecting Topics: Body Parts,
 Health and Fitness, Leisure Time,
 Travel and Transportation, Shopping

Culture: Currencies, Timing and
 Duration of Meals, Tipping, Courses,
 Polite Speech, Meal Times, Meal-
 time Expression; Metric System

Shopping:

Variety of Stores and Merchandise
 Clothing, Food, Beverages
 Descriptions
 Quantity and size

Connecting Topics: All Topics

Culture: Fashion, Seasonal
 Availability, Metric and English
 Systems, Electrical and Electronic
 Systems

**Daily Routines, Chores, and
Description of the Home:**

Personal Hygiene and Habits
 Household chores
 Parts of the home vocabulary
 Furniture and appliances

Connecting topics: Body Parts,
 Health, Fitness; Description of
 People, Personalities, and
 Nationalities; Direction ; Leisure
 Time; Shopping; Sports; Cooking and
 Dining Out

Culture: Comparisons

**French 2
Learning Experiences &
Performance Indicators**

Using the four skills of **listening,**
speaking, reading, and writing,
 students will be able to understand
 and communicate their knowledge
 of these topics in the appropriate
 context of the **culture.**

Travel and Transportation:

Local Travel
 Geographic Names
 Cardinal Directions
 Trip Preparation, Itinerary, Tickets,
 and Reservations
 Modes of Transportation
 Directions to and from a place
 Identifying places on a map

Connecting Topics: Cooking and
 Dining Out; Directions and
 Geography; Leisure Time; Daily
 Routines, Professions, Shopping,
 Telephone

Culture: Comparisons

Instructions:

Instructions on how to do something
 Metric & English system vocabulary
 Numbers 1000 and higher

Connecting Topics: All Topics

Culture: Metric system for cooking
 and measuring, Comparisons

Telephone Conversations:

Answering the phone
 Phone Numbers
 Polite Speech
 Phone Vocabulary

Connecting Topics: All Topics

Culture: Comparisons

**Description of People,
Personalities, & Nationalities:**

Physical and Personality Attributes
 Fashion
 Nationalities
 Names of Professions
 Job Descriptions

Connecting Topics: Body Parts, Health
 and Fitness, Daily Routines, Leisure
 Time, Shopping

Culture: Celebrations, Famous People,
 Traditional Activities and Clothing,
 Comparisons

Leisure Time:

School Clubs
 Vacations
 Free-Time Activities
 Family and Community Events
 Sports and Games
 Music, Art, Drama

Connecting Topics: All Topics

Culture: Comparisons

**PLUS EXPANSION OF
LEVEL 1 TOPICS AND KEY
TOPICS**

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

French 2 Performance Indicators	
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Topic	Communication	Culture
Body Parts, Health and Fitness	<p>Identifies and presents information on body parts.</p> <p>Interprets and presents information about state of health using common expressions.</p> <p>Exchanges, interprets, and presents information on fitness activities and diet.</p>	Compares and contrasts cultural practices in areas of medical care and diet.
Daily Routines, Chores, Description of the Home	<p>Exchanges, interprets, and presents information about personal hygiene and habits.</p> <p>Exchanges, interprets, and presents information about home life and environment.</p>	Describes cultural similarities and differences in personal routines and home life.
Description of People, Personalities, and Nationalities	<p>Identifies, exchanges, and presents personal and biographical information, including physical descriptions and personality attributes.</p> <p>Exchanges, interprets, and describes information about fashion.</p> <p>Applies correct word formations when referring to nationalities.</p> <p>Exchanges, interprets, and describes information about professions.</p>	<p>Compares and contrasts celebrations.</p> <p>Compares and contrasts the impact of the economy and the attitudes towards professions of French-speaking countries and one's own.</p> <p>Explains the influence of culture on clothing and clothing in traditional activities.</p> <p>Identifies famous historical, literary, or artistic French-speaking personalities.</p>
<p>Cooking and Dining Out</p> <p>Cooking and Dining Out (continued)</p>	<p>Describes table settings.</p> <p>Uses culturally appropriate table conversation.</p> <p>Exchanges, interprets, and describes information about food preparation.</p>	<p>Explains food preparation and eating customs, including nuances of ordering/shopping, currencies, timing, and duration of meals, tipping, courses, meal times, mealtime expressions, and toasting in French-speaking cultures.</p> <p>Describes cooking using metric systems.</p>

French 2

Performance Indicators

Topic	Communication	Culture
Instructions	<p>Asks for or gives simple directions on how to carry out a procedure.</p> <p>Follows oral and written directions on how to carry out a procedure.</p> <p>Compares and contrasts English and metric systems and applies vocabularies of both.</p> <p>Exchanges, interprets, and describes information using numbers 1000 and above.</p>	<p>Describes cultural differences in giving instructions.</p> <p>Uses the metric system to measure distances, temperatures, solids, and liquids.</p>
Leisure Time	Exchanges information and interprets questions about leisure activities.	Compares and contrasts leisure time activities in French-speaking cultures to one's own.
Shopping	<p>Describes types of stores and merchandise available in French-speaking countries.</p> <p>Presents personal preferences for style and design of clothing, food, and beverages.</p> <p>Interprets and presents information about size, price, and quantity of authentic items.</p>	<p>Describes the influence of culture on fashion and describes seasonal availability of merchandise.</p> <p>Compares sizing, currency, measurement, and electric and electronic systems in the U.S. and those used in French-speaking countries.</p>
<p>Travel and Transportation</p> <p>Travel and Transportation (continued)</p>	<p>Describes local travel.</p> <p>Describes locations using geographic names.</p> <p>Asks for or gives simple directions to or from specific locations, including using cardinal directions.</p> <p>Follows oral and written directions to and/or from a specified location.</p> <p>Compares and contrasts English and metric systems and applies vocabularies of both.</p> <p>Exchanges, interprets, and describes information on a map.</p> <p>Asks and answers questions about past or future travel plans and destinations, including trip preparation, itinerary, tickets, and reservations.</p>	<p>Describes similarities and differences in cultures, including travel destinations, vacation practices, and modes of transportation.</p> <p>Identifies transportation alternatives in French-speaking cultures.</p>

French 2 Performance Indicators		
Topic	Communication	Culture
	Exchanges, interprets, and presents information about modes of transportation.	
Telephone	<p>Describes, interprets, and engages in a variety of greetings and conversations.</p> <p>Describes, interprets, and engages in a variety of farewells.</p>	Compares and contrasts modes of communication by telephone in French-speaking countries.

French 3 / French IB 1

Course Description: (skill level ~ intermediate low to intermediate mid-level learners)

French 3 reviews basic grammatical structures and continues the study of grammar, vocabulary, and the various Francophone cultures through movies, videos, and magazines. Students further develop reading comprehension, speaking, and writing skills through short stories, plays, poetry, oral presentations, written exercises, and print and audio/visual media. Students will read one unabridged work.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Providing feedback
- Generating and testing hypotheses
- Homework and guided practice
- Visual representations
- Graphic organizers
- Cooperative Learning Groups
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Level 3 Topics:

1. Arts and Entertainment
2. Ecology and Environment
3. European Union
4. French-Speaking World
5. Literature
6. Media and Technologies
7. House and Home
8. Vacations
9. Weather
10. Expansion of Levels 2 and 1 Topics

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Adjectives and Adverbs:

- comparative
- superlative
- position

Idiomatic Expressions

Key Concepts & Structures

Sentence Structure:

- word order
- interrogatives
- si* and *quand* clauses
- negatives and other negative expressions

Verbs:

- Passé composé, imparfait, future, passé simple, conditionnel
- agreement of past participles
- use of passé composé v. imparfait
- Present Subjunctive

Pronunciation:

- sound discrimination

Culture:

- Students know and are able to...
- discuss and write about societies and histories, literature and arts, traditions, and beliefs being studied
 - use culturally appropriate language and gestures to interact with peers and adults.
 - write in a culturally appropriate manner in variety of genres

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

- Listening:* Can I understand French when I hear it?
Speaking: Can I speak French with a variety of people?
Reading: Can I read a variety of materials in French?
Writing: Can I write French for different purposes?
Culture: Can I use my knowledge of French-speaking cultures?

Arts and Entertainment:

Music
Film/ Cinema
Art
Fashion

Connecting Topics: French-Speaking World, Literature, Global Issues, Media

Culture: History Of Music/ Cinema/Fashion/Art, Famous People and Trends in Art and Entertainment in the French-Speaking World

House and Home:

Chores and Household Tools
Cooking
Daily Routines
Grocery Shopping
Leisure Activities

Connecting Topics: French-speaking World; Media & Technology; Vacations

Culture: Customs related to extra-curricular activities and sports; Manners; Meal-time Expressions; Traditions

Media & Technology:

Traditional print media (newspapers, magazines)
Traditional audio and visual media (cinema, television, radio)
Contemporary electronic media (computers, Internet, podcasts)

Connecting Topics: All Topics

Culture: Media access to world events

Ecology and Environment:

The animal, mineral, and human worlds
The environment

Connecting topics: French-speaking world, Literature, Global Issues, Vacations, Weather

Culture: Environmentalism; Human and Animal Concerns; Politics of Environmental Issues

French 3/ French IB 1 Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Vacations:

Itineraries and reservations
Airport and train station vocabulary

Connecting Topics: Ecology; French-speaking world; House & Home; Media & Technology; Weather

Culture: Customs related to travel and lodging; Seasonal vacation time and destinations

European Union:

Origins of the Union and its members
Governance and Parliament

Connecting Topics: French-speaking World

Culture: Impact on France and French-speaking Countries

Weather:

Extreme weather conditions

Connecting Topics: Ecology; French-speaking World; Media & Technology; Vacations

Culture: Comparisons

Literature:

Introduction to literary terminology
Reading/ analyzing discussing various genres of literature
Abridged and unabridged selections

Connecting Topics: Arts & Entertainment; French-speaking World

Culture: Authors, Traditions

Plus Expansion Of Levels 1 And 2 Topics And Key Concepts

French-Speaking World:

Geography
History
Introduction to political and social terminology (ex: le Maghreb, les colonies, les immigrants)
Current events and social issues
Reading/listening/discussing a variety of articles in the media

Connecting Topics: All Topics

Culture: Similarities and differences in global perspectives

French IB 1 Standard Level:

The topics, standards, and proficiency levels as outlined in the curriculum document of French 3 comprise the topics of study outlined in the IB course guide.

Formal assessments are standards-based and measure student competence of language accuracy, receptive and productive skills, and content and form.
Assessments are internally moderated during the first year of the IB programme.

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

French 3 / French IB 1

Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	Views, interprets, discusses fashion, media (including film, art, theatre, television, radio) and music.	Identifies famous personalities and trends in Arts and Entertainment in the French-speaking world.
Ecology and the Environment	Exchanges, interprets, and presents information about the animal, mineral, and human worlds. Exchanges, interprets, and presents information and opinions about the importance of the environment and the impact of personal ecological routines.	Describes environmental practices in a French-speaking country. Describes concerns relating to humans and animals in a French-speaking country.
European Union (E.U.)	Analyzes the origins of the E.U. and its members. Explains the governance of France, including the role of Parliament.	Analyzes the social, political, and economic impact of government on the French people and their culture.
French-Speaking World	Describes the geography of French-speaking countries. Analyzes the history of France. Exchanges, interprets, and presents information using political and social terminology. Reads, listens to, and discusses social and political issues, using a variety of articles from French-language media sources.	Examines similarities and differences in global perspectives.
House and Home	Exchanges, interprets, and presents information about chores and household tools. Identifies, interprets, and exchanges information about cooking in French households.	Describes customs related to extra-curricular activities and sports. Describes manners in French-speaking cultures.

French 3 / French IB 1

Performance Indicators

Topic	Communication	Culture
	<p>Describes daily routines and explains what they indicate about the French-speaking culture.</p> <p>Describes grocery shopping in French-speaking cultures.</p> <p>Exchanges, interprets, and presents information about leisure activities.</p>	<p>Describes meal-time expressions.</p> <p>Describes traditions in French-speaking countries.</p>
Literary Analysis	<p>Describes, interprets, and presents information using literary terminology.</p> <p>Reads, analyzes, and discusses various genres of literature.</p> <p>Reads, analyzes, and discusses a variety of literary selections from abridged and unabridged sources.</p>	<p>Identifies famous authors and traditions.</p>
Media and Technology	<p>Views, reads, listens to, discusses, and critiques traditional print media, traditional audiovisual media, and contemporary electronic media.</p>	<p>Compares and contrasts cultural practices regarding access to media about world events.</p>
Vacation	<p>Creates an itinerary and makes reservations for future travel experience.</p> <p>Exchanges, interprets, and presents information using airport and train station vocabulary and expressions.</p>	<p>Describes travel and lodging practices in a French-speaking country.</p> <p>Describes seasonal times and destinations.</p>
Weather	<p>Exchanges, interprets, and presents information using extreme weather expressions.</p>	<p>Describes similarities and differences in weather expressions.</p>

French 4/ French IB 2

Course Description: (skill level ~ intermediate high to advanced low-level learners)

French 4 is taught almost exclusively in French. Through advanced composition and conversation, it explores topics with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension of native speakers. Students develop appropriate verb structures, vocabulary, idioms, and cultural understanding necessary for advanced communication.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Providing feedback
- Generating and testing hypotheses
- Homework and guided practice
- Visual representations
- Graphic organizers
- Cooperative Learning Groups
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Level 4 Topics

1. Arts
2. History
3. Literary Analysis
4. Current Events and Global Issues
5. Expansion of Levels 3, 2, and 1 topics
6. Assessment Policies (IB only)

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Clauses:

-si and quand

Idiomatic

Expressions

Pronouns:

-advanced study

Pronunciation:

-sound discrimination

Key Concepts & Structures

Including and Expanding Levels 3, 2, 1

Verbs:

-compound tenses :
plus-que-parfait,
passé du subjonctif,
conditionnel passé,
futur antérieur
-past infinitive
-present participle
-with prepositions à
and de

Culture:

Students know and are able to...

- analyze aspects of the cultures being studied such as history, literature, and social and political institutions and laws.
- functions in a culturally appropriate manner through speaking and writing in complex social and work situations.
- research a topic of interest using sources from the cultures being studied.

Student Self-Assessment:

Based on the **Standards, topics** and **Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand French when I hear it?

Speaking: Can I speak French with a variety of people?

Reading: Can I read a variety of materials in French?

Writing: Can I write French for different purposes?

Culture: Can I use my knowledge of French-speaking cultures?

Based on a format developed by Boulder Valley
School District, Boulder, Colorado, 2008

Arts:

Arts terminology
 Fine Arts
 Visual Arts
 Reading/ listening to/ analyzing/
 discussing

Connecting Topics: All Topics

Culture: Art as a reflection of
 diverse French-speaking cultures

French 4 / French IB 2 Learning Experiences & Performance Indicators

Using the four skills of
**listening, speaking, reading,
 and writing**, students will be
 able to understand and
 communicate their
 knowledge of these topics in
 the appropriate context of the
culture.

Current Events and Global**Issues:**

Current events and social issues
 Terminology related to current event
 issues
 Global conditions (such as health,
 poverty, genocide) in the developing
 world and its effect on French-
 speaking countries
 Immigration Issues
 Reading/listening to /analyzing/
 discussing

Connecting Topics: All Topics

Culture: Similarities and differences
 in perspectives on global issues and
 problems

History:

Political and social terminology
 French History
 French colonialism and its effects
 Reading/ listening to/ analyzing/
 discussing

Connecting Topics: All Topics

Culture: The evolution of French
 culture and its various influences on
 the French-speaking world

Plus Expansion Of Levels 3, 2, and 1 Topics And Key Concepts

Literary Analysis:

Literary terminology
 Literary texts from the French-
 speaking world
 French colonialism and its effects
 Abridged and unabridged texts
 Reading/ listening to/ analyzing/
 discussing

Connecting Topics: All Topics

Culture: Literature as a reflection of
 the French-speaking world

French IB 2 Standard Level:

The topics, standards, and proficiency levels as outlined in the curriculum document of French 4 comprise the topics of study outlined in the IB course guide.

Formal assessments are standards-based and measure student competence of language accuracy, receptive and productive skills, and content and form. Assessments are internally monitored during the second year of the IB programme.

Students who choose to pursue an IB diploma or college credit for their IB course will complete a series of specific internally and externally moderated tasks. These tasks are outlined in the IB course guide.

French 4 / French IB 2

Performance Indicators

Topic	Communication	Culture
Arts	<p>Interprets and presents information using arts terminology.</p> <p>Views, reads, listens to, discusses, and critically analyzes the fine arts.</p> <p>Views, reads, listens to, discusses, and critically analyzes the visual arts.</p>	<p>Describes how art is a reflection of the French culture, past and present.</p>
Literary Analysis	<p>Exchanges, interprets, and presents information using literary terminology.</p> <p>Views, reads, listens to, discusses, and critically analyzes literary texts from the French-speaking world.</p> <p>Views, reads, listens to, discusses, and critically analyzes abridged and unabridged texts.</p> <p>Discusses and critically analyzes the historical and cultural context of literary texts from the French-speaking world.</p>	<p>Describes various French-speaking authors, past and present, and how their literary works reflect perspectives of French-speaking culture.</p>
Current Events and Global Issues	<p>Analyzes current events and issues in French-speaking countries.</p> <p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Reads, listens to, and discusses social and political issues using a variety of articles from French-language media sources.</p>	<p>Examines similarities and differences in global perspectives.</p> <p>Analyzes the social, political, and economic impact of these issues on French-speaking peoples and their culture.</p>
History	<p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Analyzes the history of France and its global impact on social, political, and economic events.</p>	<p>Analyzes the evolution of French culture and its various influences on the French-speaking world.</p>
History (continued)	<p>Analyzes the impact of French colonialism</p>	

French 4 / French IB 2 Performance Indicators		
Topic	Communication	Culture
	<p>and its influence on the world.</p> <p>Reads, identifies, and analyzes past societal economic, and political issues impacting French-speaking countries.</p>	

French 5

Course Description: (skill level ~ advanced low to advanced high-level learners)

French 5 is taught exclusively in French. Through advanced composition and conversation, it continues to explore topics introduced in French IV (and the lower levels) with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension of native speakers and conversation in real-life situations.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Providing feedback
- Generating and testing hypotheses
- Homework and guided practice
- Visual representations
- Graphic organizers
- Cooperative Learning Groups
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Level 4 Topics

1. History
2. Literary Analysis
3. Currents Events and Global Issues
4. Expansion of Levels IV, III, II, and I topics

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Idiomatic Expressions

Pronunciation:

-sound discrimination

Key Concepts & Structures

Including and expanding Levels 4, 3, 2, 1

Verbs:

-refining all tenses and using them appropriately, focusing on exceptions to practiced rules and situational meanings

Culture:

Students know and are able to...

- analyze aspects of the cultures being studied such as history, literature, and social and political institutions and laws.
- functions in a culturally appropriate manner through speaking and writing in complex social and work situations.
- research a topic of interest using sources from the cultures being studied.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand French when I hear it?

Speaking: Can I speak French with a variety of people?

Reading: Can I read a variety of materials in French?

Writing: Can I write French for different purposes?

Culture: Can I use my knowledge of French-speaking cultures?

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

Literary Analysis:

Literary terminology
Literary texts from the French-speaking world
French colonialism and its effects
Emphasis on reading more unabridged texts
Reading/ listening to/ analyzing/ discussing

Connecting Topics: All Topics

Culture: Literature as a reflection of the French-speaking world

Current Events and Global Issues:

Current events and social issues
Terminology related to current event issues
Global conditions (such as health, poverty, genocide) in the developing world and its effect on French-speaking countries
Immigration Issues
Reading/listening to /analyzing/ discussing

Connecting Topics: All Topics

Culture: Similarities and differences in perspectives on global issues and problems

French 5

Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

History:

Political and social terminology
French History
French colonialism and its effects
Reading/ listening to/ analyzing/ discussing

Connecting Topics: All Topics

Culture: The evolution of French culture and its various influences on the French-speaking world

**Plus
Expansion Of
Levels 4, 3, 2, 1
Topics
And
Key Concepts**

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

French 5

Performance Indicators

Topic	Communication	Culture
Literary Analysis	<p>Exchanges, interprets, and presents information using literary terminology.</p> <p>Views, reads, listens to, discusses, and critically analyzes literary texts from the French-speaking world.</p>	Describes various French-speaking authors, past and present, and how their literary works reflect perspectives of French-speaking culture.
	<p>Views, reads, listens to, discusses, and critically analyzes texts, with emphasis on unabridged texts.</p> <p>Discusses and critically analyzes the historical and cultural context of literary texts from the French-speaking world.</p>	
Current Events and Global Issues	<p>Analyzes current events and issues in French-speaking countries.</p> <p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Reads, listens to, and discusses social and political issues using a variety of articles from French-language media sources.</p>	<p>Examines similarities and differences in global perspectives.</p> <p>Analyzes the social, political, and economic impact of these issues on French-speaking peoples and their culture.</p>
History	<p>Exchanges, interprets, and presents information using political and social terminology.</p> <p>Analyzes the history of France and its global impact on social, political, and economic events.</p> <p>Analyzes the impact of French colonialism and its influence on the world.</p> <p>Reads, identifies, and analyzes past societal economic, and political issues impacting French-speaking countries.</p>	Analyzes the evolution of French culture and its various influences on the French-speaking world.

German 1/ German IB Ab Initio 1

Course Description: (skill level ~ novice low to novice mid-level learners)

German 1 introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advanced organizers
- Formative and Summative Assessments

Level 1 Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Calendar, Seasons, Holidays and Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Weather

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Adjectives:

- noun agreement/declensions
- ordinal numbers
- possessives

Idiomatic Expressions

Key

Concepts & Structures

Nouns, Definite & Indefinite Articles:

- number
- gender
- case

Pronouns:

- subject
- formal vs. informal
- direct object

Pronunciation:

- basic pronunciation and intonation
- phonetic rules

Sentence Structure

- word order
- statements
- questions

Cases:

- nominative
- accusative

Verbs:

- Present tense
 - *regular
 - *irregular
 - *stem changing
 - *separable prefix verbs
 - *modals
- Future tense

Culture:

Students know and are able to...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

Student Self-Assessment:

Based on the **Standards**, **Topics** and **Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand German when I hear it?

Speaking: Can I speak German with a variety of people?

Reading: Can I read a variety of materials in German?

Writing: Can I write German for different purposes?

Culture: Can I use my knowledge of German-speaking cultures?

German 1/ German IB Ab Initio 1

Performance Indicators

Topic	Communication	Culture
Alphabet	Uses the German alphabet and marking system to pronounce, understand, and spell words.	Distinguishes the characteristics of the German writing system and pronunciation.
Classroom Objects	Exchanges, interprets, and presents information related to the classroom objects using name, color, size and quantity.	Describes personal supplies used in the classroom. Compares differing curricula and between German and US systems.
Clothing	Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.	Explains the influence of culture, geography and climate on clothing choices. Recognizes and describes folkloric costumes.
Colors	Uses color to describe objects and present information regarding likes and dislikes.	Describes the use or significance of color in the culture.
Daily Activities	Listens, speaks, reads, and writes about daily activities. Exchanges, interprets, and presents information related to the daily activities of others.	Identifies and describes daily routines and typical leisure time activities in German-speaking countries.
Days, Months, Dates, and Time	Interprets, speaks, reads, and writes the names of the days of the week and the months of the year. Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations. Tells time.	Describes appropriate activities and traditions during certain seasons, holidays, and occasions, including food and drink. Understands and can use the 24-hour clock system.
Family	Exchanges information about the immediate family.	Explores the importance of family and family events in a German-speaking country.
Food and Beverages	Exchanges, interprets, and presents information about common foods and beverages.	Identifies typical food items from German-speaking cultures and special events in which they may be consumed.

German 1/ German IB Ab Initio 1

Performance Indicators

Topic	Communication	Culture
	<p>Describes food likes and dislikes.</p> <p>Describes eating customs and food groups.</p> <p>Describes table manners and how daily meal schedule and food choices differ.</p>	Describes how to order and pay in restaurants.
Greetings, Farewells, and Personal Information	<p>Describes, interprets, and engages in a variety of greetings.</p> <p>Exchanges personal information about self.</p> <p>Describes, interprets, and engages in a variety of farewells.</p>	Describes appropriate cultural forms of address (formal and informal) and gestures.
Numbers	Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.	<p>Uses the Metric and English systems.</p> <p>Describes the currency system in German-speaking countries and exchange rates.</p>
Places and Locations	<p>Exchanges, interprets, and presents information about common building names including library, museum, store, and station.</p> <p>Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.</p>	Identifies and describes typical places for visits and locations for business in a German-speaking country.
Seasons and Weather	Names and describes the seasons in the context of weather.	<p>Compares seasons and weather in German-speaking cultures to one's own.</p> <p>Describes holidays and their activities in each season.</p>

German 2/ German IB Ab Initio 2

Course Description: (skill level ~ novice mid to novice high-level learners)

German 2 furthers the study of grammar, vocabulary, an understanding of the culture and uses supplementary materials like movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand German when I hear it?

Speaking: Can I speak German with a variety of people?

Reading: Can I read a variety of materials in German?

Writing: Can I write German for different purposes?

Culture: Can I use my knowledge of German-speaking cultures?

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st Century:

- **Lifelong Learning** – The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** – A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** – In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** – World languages open doors not only to other languages, but also to other cultures, peoples and lands.

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Nouns & Definite Articles:

- possessive
- agreement

Sentence Structure:

- infinitive construction
- past participle
- affirmative
- negation

Prepositions:

- accusative case
- dative case

Adjectives:

- possessive
- comparative

Key Concepts & Structures

Pronouns:

- direct object
- demonstrative

Idiomatic Expressions

Verbs:

Imperative

Pronunciation:

- sound
- discrimination

Plus Expansion of Level 1 Key

Culture:

- Students know and are able to...
- observe and identify everyday cultural practices.
 - distinguish similarities and differences among culture.
 - use culturally appropriate gestures and oral expressions.
 - listen to or read materials in the language from the cultures being studied.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advanced organizers
- Formative and Summative Assessments

Level 2 Topics:

1. Body Parts & Health
2. Daily Routines
3. Descriptions of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Times
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Music and Pop Culture
12. Plus Expansion of Level I Topics

Body Parts & Health:

- Identification of body parts
 - Expressions of state of health
 - Fitness activities
 - Diet
- ↔ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- ⊕ *Culture:* Health/medical care and diet

Directions:

- Directions to a place
 - Directions on how to do something
 - Metric and English system vocabularies
 - Numbers: 101 – 1000
- ↔ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- ⊕ *Culture:* Metric system for travel and cooking; transportation alternatives

Shopping:

- Variety of stores, merchandise and economy/ prices
 - Clothing, food, beverages
 - Opinions
 - Quantities and size
- ↔ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Descriptions of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- ⊕ *Culture:* Fashion; seasonal availability; Metric system and English systems; electrical and electronic systems

Daily Routines:

- Personal hygiene and habits
- ↔ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Times; School Schedule; Shopping; Sports
- ⊕ *Culture:* Similarities and differences

**German 2/ German IB Ab Initio 2
Learning Experiences & Performance
Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Music & Pop Culture:

- Music and music videos
 - Pop stars
- ↔ *Connecting Topics:* Descriptions of People, Shopping, and Leisure Time, cultural, social, and historical topics relative to cultural context
- ⊕ *Culture:* Similarities and differences through lyrics, contemporary idioms, fashion and styles

Sports:

- Names and equipment
 - Preferences
 - Abilities
 - Sports clothing
- ↔ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- ⊕ *Culture:* Popularity of sports; game rules

**Description of People,
Personalities & Nationalities:**

- Physical and personalities attributes
 - Fashion
 - Professions
 - Word formations when referring to nationalities
- ↔ *Connection Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- ⊕ *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

Dining Out:

- Table settings
 - Table conversation
 - Toasting
- ↔ *Connecting Topics:* Body Parts; Health & Fitness; Leisure Time; Travel & Transportation
- ⊕ *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

Travel & Transportation

- Local Travel
 - Geographic names
 - Cardinal directions
 - Trip preparation, itinerary, tickets and reservations
 - Modes of transportation'
- ↔ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- ⊕ *Culture:* Similarities and differences

Leisure Time:

- School Clubs
 - Vacations
 - Free time activities
 - Family and community events
- ↔ *Connecting Topics:* All Topics
- ⊕ *Culture:* Similarities and differences

**Additional requirements for German
2 ab initio:**

-current environmental issues and relative vocabulary
 -scientific and technological vocabulary
 -additional cultural and geographical knowledge about Austria, Germany and Switzerland and well known composers, artists and authors of German speaking countries.

School Schedule:

- Names and order of classes
 - Preferences
 - Locations within school
 - Routine
- ↔ *Connecting Topics:* All previously listed.
- ⊕ *Culture:* Similarities and differences of school systems and societal expectations relative to education.

**Plus Expansion of Level 1
Topics and Key Concepts**

German 2 / German IB Ab Initio 2

Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<p>Identifies and presents information on basic body parts.</p> <p>Interprets and presents information about state of health using common expressions.</p> <p>Exchanges, interprets, and presents information on fitness, activities and diet.</p>	<p>Compare and contrasts cultural practices in areas of medical/ health care and diet.</p>
Daily Routines	<p>Exchanges, interprets, and presents information about personal hygiene and habits.</p>	<p>Describes cultural similarities and differences in personal hygiene and physical activity.</p>
Descriptions of People, Personalities and Nationalities	<p>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personal attributes.</p> <p>Exchanges, interprets, and describes information about fashion.</p> <p>Exchanges, interprets, and describes information about professions.</p> <p>Applies correct declensions when referring to nationalities.</p>	<p>Describes similarities and differences in celebrations.</p> <p>Explain the influence of culture on clothing and clothing in folkloric activities.</p> <p>Identifies famous historical, literary, or artistic German-speaking personalities.</p>
Dining Out	<p>Exchanges, interprets, and describes table settings, manners and table conversations.</p> <p>Describes a toast in the context celebrations and appropriateness.</p>	<p>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meals times, mealtime expressions, and toasting in German-speaking cultures.</p>
Directions	<p>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</p> <p>Follows oral and written directions to a specified location or on how to carry out a procedure.</p>	<p>Identifies transportation alternatives in German – speaking cultures.</p>
Directions (continued)	<p>Describes similarities and differences between metric and English systems and applies the vocabularies of both.</p> <p>Exchanges, interprets, and presents information using number 101-1000.</p>	<p>Recognizes historical and structural differences in the development of European vs. US cities.</p>
Leisure Time	<p>Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family and community events.</p>	<p>Compare and contrasts leisure time activities in German-speaking cultures and ones' own.</p>

German 2 / German IB Ab Initio 2

Performance Indicators

Topic	Communication	Culture
School Schedule	<p>Exchanges, interprets and presents information about course schedules including names and order of classes.</p> <p>Provides information regarding personal preferences about courses.</p> <p>Describes locations within the school building.</p> <p>Presents information regarding daily routines in school.</p>	<p>Describes similarities and differences in schooling in German-speaking cultures and ones' own.</p>
Shopping	<p>Describes types of stores and merchandise available in a German-speaking country.</p> <p>Presents personal preferences for style and design of clothing, food and beverage.</p> <p>Interprets and presents information about size, price, and quantity of items using authentic items.</p>	<p>Describes the influence of culture on fashion.</p> <p>Describes seasonal availability of merchandise.</p> <p>Compare sizing, currency, measurement, electrical, and electronic systems in the U.S. with those in German-speaking countries.</p>
Travel and Transportation	<p>Describes local travel.</p> <p>Describes locations using geographic names.</p> <p>Asks for or gives simple directions to specified locations using cardinal directions.</p> <p>Follows oral and written directions to a specified location.</p> <p>Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets and reservations.</p> <p>Exchanges, interprets and presents information about modes of transportation.</p>	<p>Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</p>
Sports	<p>Exchanges, interprets and presents information about names, clothing and equipment used for sport activities.</p> <p>Presents information on personal preferences for sporting activities.</p> <p>Describes the personal abilities required for a sport activity.</p>	<p>Describes the organization of team sports in a German-speaking country.</p> <p>Compares the popularity of sport in German-speaking countries and the U.S.</p>

German 3

Course Description: (skill level ~ intermediate low to intermediate mid-level learners)

German 3 reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises when applicable.

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** – The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** – A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** – In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** – World languages open doors not only to other languages, but also to other cultures, peoples and lands.

Plus Expansion of Levels 1 and 2 Key Concepts

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representation
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypothesis
- Cues, questions, and advance organizers
- Formative & Summative Assessments
- Technology and media

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Verbs:

- past voice
- Present subjunctive
- reflexive
- imperfect

Idiomatic Expressions:

Key Concepts & Structures

Pronunciation:

- sound discrimination

Sentence Structure:

- subordinating conjunctions
- coordinating conjunctions
- relative clauses

Prepositions:

- dative case
- two way

Adjectives:

- case endings

Pronouns:

- indefinite object

Case:

- dative
- genitive

Culture:

- Students know and are able to...
- discuss and write about components of the social patterns being studied.
- use culturally appropriate language and gestures to interact with peers and adults.
- write in a culturally appropriate manner in learned situations.
- listen to or read materials in the language from the cultures being studied.

Level 3 Topics:

1. Arts & Entertainment
2. Careers
3. Current Events & Social Issues in the German-Speaking World
4. Education
5. History of German-Speaking Countries
6. House & Home
7. Literature
8. Media & Technology
9. Vacations
10. Plus Expansion of Levels 2 and 1 Topics.

Student Self-Assessment:

Based on the **Standards, topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand German when I hear it?

Speaking: Can I speak German with a variety of people?

Reading: Can I read a variety of materials in German?

Writing: Can I write German for different purposes?

Culture: Can I use my knowledge of German-speaking cultures?

Arts & Entertainment:

- Introductions to terminology related to the art and entertainment world
- Arts, dance, music, theater and cinema
- Viewing/reading/listening
- ↔ *Connecting Topics:* Career; Current Events & Social Issues in the German-Speaking World; Literature; Media & Technology; Vacations
- ⊕ *Culture:* Famous people; public services **similarities and differences**

History of German-Speaking Countries

- Introduction of appropriate terminology
- Geographical and historical terminology
- Geographical and historical fact
- Readings and discussions
- ↔ *Connecting Topics:* Current Events & Social Issues in the German –Speaking World; Literature
- ⊕ *Culture:* Similarities and differences in global perspectives

Media & Technology:

- Introduction of media terminology
- Reading, listening, analyzing, discussing articles using various modes of communication
- ↔ *Connecting Topics:* Arts & Entertainment; Careers; Current Events & Social Issues in the German-Speaking World; Education; House & Home
- ⊕ *Culture:* Multilingualism; world-wide influence

Careers:

- Professions and jobs
- Education and training
- Tools of the trade
- ↔ *Connecting Topics:* Arts & Entertainment; Education; Media & Technology; Vacations
- ⊕ *Culture:* Educational systems, benefits of multilingualism

German 3 Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Based on a format developed by
Boulder Valley School District,
Boulder, Colorado, 2008

Literature:

- Introduction to literary terminology
- Reading/analyzing/discussing various literary genres
- ↔ *Connecting Topics:* Arts & Entertainment; Current Events & Social Issues; History of German-Speaking Countries
- ⊕ *Culture:* Literature as a reflection of the German-Speaking World

Education

- Types and names of secondary and post-secondary schools
- School routines
- ↔ *Connecting Topics:* Careers; House & Home; Media & Technology; Vacations
- ⊕ *Culture:* Similarities and differences

Current Events & Social Issues in the German-Speaking World:

- Reading/listening/discussing
- Introduction to social and political terminology
- Varieties of media
- ↔ *Connecting Topics:* Arts & Entertainment; History of German-Speaking Countries; Literature; Media & Technology
- ⊕ *Culture:* Human connections among people at all levels

House & Home

- Rooms and furnishings
- Household chores
- Household implements
- ↔ *Connecting Topics:* Education; Media & Technology; Vacations
- ⊕ *Culture:* Similarities and differences of houses and home life; meal-time expressions

Vacations

- Personal and holiday celebrations
- Researching and planning itineraries
- Making reservations
- Investigating public services
- Personal modes of transportation
- ↔ *Connecting Topics:* Arts & Entertainment; Careers; Education; House & Home
- ⊕ *Culture:* Similarities and differences in vacationing and public services

**Plus Expansion of Levels 2
and 1 Topics and Key
Concepts**

<p style="text-align: center;">German 3</p> <p style="text-align: center;">Performance Indicators</p>		
Topic	Communication	Culture
Arts & Entertainment	<p>Applies terminology related to the arts and entertainment world.</p> <p>Views, reads and listens to German television shows, theatre, dance, art, cinema, literature, and music.</p>	<p>Compares and contrasts German American cultural practices reflected in the arts and entertainment</p> <p>Discusses the influences of famous German artists on culture</p>
Careers	<p>Describes professions and jobs and the accessibility of these professions including the education and training needed to be successful.</p> <p>Describes the tools of the trade.</p>	<p>Describes the educational system in German-speaking countries</p> <p>Analyzes the benefits of a multilingual system</p>
Current Events and Social Issues in the German-Speaking World	<p>Reads, listens, and discusses information from a variety of German-speaking media sources.</p> <p>Applies social and political terminology.</p> <p>Uses a variety of German-language media sources including magazines, literature, film, and the Internet to acquire economic, social and political issues in the news.</p>	<p>Explains human connections among people.</p>
Education	<p>Describes the types and names of secondary and post-secondary schools.</p> <p>Exchanges, interprets, and presents information about school routines.</p>	<p>Compares types of schools and school routines with one's own.</p>
History of German-Speaking Countries	<p>Applies appropriate historical and geographical terminology.</p> <p>Describes, reads, and discusses historical and geographical information regarding German-speaking countries.</p>	<p>Explains similarities and differences in global perspectives.</p>
House and Home	<p>Exchanges, interprets, and presents information about homes, rooms, furnishings, household chores, and household implements.</p>	<p>Compares housing styles, furnishings, and home life between cultures.</p> <p>Compares similarities and differences in mealtime expressions between cultures.</p>
Literature	<p>Applies media terminology.</p> <p>Reads, listens, discusses and analyzes a variety of literary genres.</p>	<p>Explains how literature reflects the past and present German-speaking world.</p>

<p style="text-align: center;">German 3</p> <p style="text-align: center;">Performance Indicators</p>		
Topic	Communication	Culture
Media and Technology	<p>Applies media terminology.</p> <p>Views, listens, discusses and analyzes information and opinions about different types of media including non-print media (films, radio, television broadcasts); print media (magazines, newspapers) and electronic media (computers, Internet and podcasts).</p>	<p>Analyzes the benefits of multilingualism.</p> <p>Explains the worldwide influence of media and technology.</p>
Vacation	<p>Describes personal and holiday celebrations.</p> <p>Researches, plans, and creates an itinerary, including making reservations for future travel experience.</p> <p>Describes and interprets the range of public service accommodations available in German-speaking countries, including services provided by each.</p> <p>Describes personal modes of transportation.</p>	<p>Describes similarities and differences in vacationing practices between German-speaking countries and other countries.</p> <p>Describes similarities and differences in accommodations by public services in German-speaking countries and others.</p>

German 4

Course Description: (skill level ~ intermediate high to advanced low-level learners)

German 4 is taught using mainly German. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understandings necessary to perform communicative functions at the advanced level.

Course Beliefs:

We believe our students are best prepared to meet the challenges of our ever increasing pluralistic society through the study of World Languages. This knowledge will empower them to participate in our global community and meet the challenges of the 21st century.

- **Lifelong Learning-** The skills required to acquire World Language are basic to the learning process.
- **Higher Achievement-** A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity-** In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective-** World Languages open doors not only to other languages, but also other cultures, peoples and lands.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and recognition
- Homework and guided Practice
- Nonlinguistic Representation
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypothesis
- Cues, questions, and advance organizers
- Formative & Summative Assessments

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Advanced Idiomatic Structures

Plus Expansion of Levels 1, 2, & 3 Key Concepts

Key Concepts & Structures

Verbs:

Subjunctive

- Present
- Future
- Past

Case:

- genitive

Culture:

Students know and are able to...

- analyze aspects of the cultures being studied such as social and political institutions and laws.
- function in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- research a topic of interest using sources for the culture being studied.

Student Self-Assessment:

Based on the **Standards**, **topics** and **Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand German when I hear it?

Speaking: Can I speak German with a variety of people?

Reading: Can I read a variety of materials in German?

Writing: Can I write German for different purposes?

Culture: Can I use my knowledge of German-speaking cultures?

Based on a format developed
by Boulder Valley School
District, Boulder, Colorado,
2008

Level 4 Topics:

1. Arts
2. History
3. Literary Analysis
4. Plus Expansion of Levels 3, 2 and 1 Topics

Arts:

- Arts terminology
 - In-depth investigation of artistic movements e.g. Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern
 - In-depth investigation of artistic movements in German-speaking countries, e.g. Bauhaus, Degenerate Art
 - In-depth investigation of individuals, e.g. architects, artists, musicians, sculptors
 - Reading, listening, analyzing, discussing
- ↔ *Connecting Topics:* All Topics
- ⊕ *Culture:* Famous people, public services, comparison of current and past arts

Literary Analysis:

- Literary terminology
 - Study of increasingly challenging works of different genres of literature, e.g. biographies, novel, plays, poetry, short stories
 - Reading/listening/analyzing/discussing
- ↔ *Connecting Topics:* All Topics
- ⊕ *Culture:* Literature as a reflection of the German-speaking World

German 4

Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

History:

- Political and social terminology
 - History of Germanic peoples
 - World History topics
 - Reading/listening/analyzing/discussing
- ↔ *Connecting Topics:* All Topics
- ⊕ *Culture:* Comparison of global perspectives

Plus Expansion of Levels 3, 2 and 1 Topics and Key Concepts

<p style="text-align: center;">German 4</p> <p style="text-align: center;">Performance Indicators</p>		
Topic	Communication	Culture
Arts	<p>Interprets and presents information using arts terminology.</p> <p>Engages in an in-depth investigation of artistic movements (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern) and analyzes its impact on German history and culture.</p> <p>Engages in an in-depth investigation of artistic movements in German-speaking countries, e.g., Bauhaus, Degenerate Art and analyzes its impact on German history and culture.</p> <p>Engages in an in-depth investigation of individuals in German-speaking countries, e.g., architects, artists, musicians, sculptors, and analyzes its impact on German history and culture.</p>	<p>Identifies famous German-speaking musicians, composers and artists and their impact on culture.</p> <p>Compares current and past arts in German-speaking cultures. Identifies the role of the public services in the arts.</p>
Literary Analysis	<p>Exchanges, interprets and presents information using literary terminology.</p> <p>Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories.</p>	<p>Describes the perspectives of German culture as represented in literary works.</p>
History	<p>Exchanges, interprets and presents information using political and social terminology.</p> <p>Analyzes the origins and history of the Germanic peoples.</p> <p>Reads, identifies, discusses and analyzes current significant economic, societal and political issues in relationship to German history.</p>	<p>Compares perspectives and practices of German speaking countries in a global society.</p>

Latin I

Course Description (skill level ~novice low to novice mid-level learners):

Latin I introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogues, short compositions, dictations, reading, and written exercises.

Course Beliefs:

We believe that our students must be prepared to face the challenges of the 21st century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills**—Latin provides students with basic life-long skills, which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement**—Latin helps students develop deductive and analytical skills, which they can apply to other disciplines.
- **English Proficiency**—Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective**—Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

ACTFL Standards:

1. *Communication:* Communicate in a Classical Language.
2. *Culture:* Gain knowledge and understanding of Greco-Roman culture.
3. *Connections:* Connect with other disciplines and expand knowledge.
4. *Comparisons:* Develop insight into own language and culture.
5. *Communities:* Participate in wider communities of language and culture.

Nouns:

- Declensions I – III
- gender inflections
- Nominative
- subject
- predicate noun
- Genitive
- possession
- Dative
- indirect object
- Accusative
- direct object
- place to which
- object of preposition
- Ablative
- object of preposition
- place where
- place from which
- means/instrument
- accompaniment
- manner
- agent
- Vocative
- direct address

Pronouns:

- Personal (ego, tu)
- Interrogative (quis, quid)

Verbs:

- Conjugations I – IV
- person
- number
- tense:
 - present
 - imperfect
 - future
 - perfect
 - pluperfect
 - future perfect
- voice:
 - active
 - passive
- mood:
 - indicative:
 - statements
 - questions
 - imperative

Key Concepts & Structures

Adverbs:

- Declension I and II
- positive forms

Adjectives:

- Declension I & II
- noun/adjective agreement
- positive forms
- possessive pronouns
- numbers:
 - cardinal numbers:
 - 1-10
 - 100
 - 1000
 - ordinal numbers
 - Roman numerals

Sentence Structure:

- word order
- statements
- questions
- negatives

Spoken Latin:

- pronunciation:
 - consonants
 - vowels
 - diphthongs
- classroom objects and directions
- simple conversation

Level I Topics:

1. Alphabet
2. Names
3. Numbers
4. Calendar
5. Etymology 1: derivatives, expressions, mottoes and abbreviations
6. Mythology 1
7. Family and Daily Life: food and clothing; education and customs
8. Rome: housing and architecture
9. Geography: major cities
10. Historical Divisions (Monarchy, Republic and Empire)

Student Self-Assessment:

Based on the **Standards, Topics** and **Key Concepts & Structures** listed here, students should ask themselves...

1. Can I understand and communicate in Latin?
2. Can I explain Greco-Roman culture?
3. Can I connect my knowledge of Latin to other disciplines?
4. Am I developing insight into my own language and culture through Latin?
5. Do I participate in wider communities of Latin Language and culture?

Alphabet:

Knowledge and use of the alphabet to understand and communicate spelling

Connecting Topics: All Topics

Culture: Distinguishing characteristics of the writing system

Names:

- naming of men and women
- praenomen
- cognomen
- nomen

Connecting Topics: Calendar; Numbers; derivatives; Family and Daily Life; Geography; Historical Divisions

Numbers:

- cardinal (1-10, 100, 1000)
- ordinal (1st-10th)
- Roman numerals
- counting for calendar/dates

Connecting Topics: Calendar; derivatives; Family and Daily Life; Mythology; Historical Divisions

Culture: ancient and modern currencies; exchange rates

Calendar:

- names of days and months
- significant dates and holidays

Connecting topics: Names; Numbers; derivatives; Mythology; Family & Daily Life, food and clothing; Historical Divisions

Etymology 1:

- derivatives and roots
- expressions and mottoes
- abbreviations
- prefixes and suffixes

Connecting Topics: All Topics

Mythology 1:

- Olympians and associated myths:
 - Pluto and Proserpina
 - Midas
 - Arachne
 - Daedalus and Icarus
- Heroes and monsters:
 - Aeneas
 - Odysseus
 - Hercules
 - Perseus
 - Theseus
 - Jason
 - Cerberus
 - centaur
- Trojan War

Connecting Topics: Calendar; Etymology; Family & Daily Life; Geography; Rome

Latin I Learning Experiences & Performance Indicators

Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.

Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.

Family and Daily Life:

- family and slaves
- education
- food
- clothing
- colors
- seasons and weather
- holidays
- games and activities
- customs

Connecting Topics: Names; derivatives; Mythology; Housing and architecture; Rome

Rome: housing and architecture:

- names of rooms in a house
- architectural structures and their functions:
 - aqueducts
 - roads
 - baths
 - theatrum
 - government
 - Forum
 - Basilica
 - Circus Maximus
 - Colosseum
 - Hills of Rome
- inventions

Connecting Topics: Numbers; derivatives; Family & Daily Life, food, clothing, and customs; Rome; Geography; Historical Divisions

Culture: modern architectural comparisons; ideas and things borrowed from ancient times

Geography:

- Italy, especially important cities:
 - Florence, Venice, & Brundisi
- Corsica, Sardinia, Sicily
- Mediterranean Sea
- Tiber River
- Latium, Campania, Etruria

Connecting Topics: significant days, derivatives; Mythology; Daily Life, food, clothing, seasons and weather; Rome; Historical Divisions

Culture: visits to places for business and pleasure

Historical Divisions:

- Empire
- Monarchy
- Republic

Connecting Topics: significant dates; food, clothing, daily activities; Rome; Geography

Culture: Similarities and differences

Latin I

Performance Indicators

Topic	Communication
Alphabet	Uses manuscript tradition and a variety of writing media to communicate.
Names	Reads and writes simple Latin phrases, sentences, and passages using correct gender, number, and case.
Numbers	Interprets and uses Roman numerals, cardinal, and ordinal numbers in the context of age, date, time, and counting.
Calendar	<ul style="list-style-type: none"> Exchanges, interprets, and presents information about the names of the days and months. Identifies significant dates and holidays.
Etymology 1: derivatives, expressions, mottoes and abbreviations	<ul style="list-style-type: none"> Recognizes and uses derivatives and roots. Recognizes and uses Latin expressions and mottoes like carpe diem. Recognizes and uses Latin abbreviations like i.e. and e.g.. Recognizes and uses prefixes and suffixes.
Mythology 1	Views, discusses, and critically analyzes mythology to understand ancient culture and its influence on the modern world including the Olympian gods, heroes, monsters, and the Trojan War.
Family and Daily Life: food and clothing, education and customs	<ul style="list-style-type: none"> Describes family life in the Roman culture, including the role of slaves. Exchanges, identifies, and presents information regarding time, weather and the seasons. Exchanges, identifies, and presents information regarding the holidays, games, activities, and customs of ancient Rome.
Rome: housing and architecture	<ul style="list-style-type: none"> Recognizes and uses names of rooms in a house. Views, discusses, and analyzes various architectural structures and their functions: aqueducts, roads, baths, theatrum, government, Forum, Basilica, Circus Maximus, Colosseum, and Hills of Rome. Views, discusses, and analyzes inventions.
Geography	Locates and describes the significance of important geographical locations and regions including Italy, especially important cities: Florence, Venice, & Brundisi, Corsica, Sardinia, Sicily, Mediterranean Sea, Tiber River, Latium, Campania, and Etruria.
Historical Divisions	Describe the social, political, and economic changes in Roman culture during the major historical eras: empire, monarch, and republic.

Latin II

Course Description: (skill level ~ novice mid to novice high-level learners)

Latin II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening comprehension, speaking, reading, and writing skills. Students begin to develop reading comprehension through short stories, plays and poetry.

Course Beliefs:

We believe that our students must be prepared to face the challenges of the 21st century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills**—Latin provides students with basic life-long skills, which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement**—Latin helps students develop deductive and analytical skills, which they can apply to other disciplines.
- **English Proficiency**—Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective**—Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

ACTFL Standards:

1. *Communication:* Communicate in a Classical Language.
2. *Culture:* Gain knowledge and understanding of Greco-Roman culture.
3. *Connections:* Connect with other disciplines and expand knowledge.
4. *Comparisons:* Develop insight into own language and culture.
5. *Communities:* Participate in wider communities of language and culture.

Nouns:

- appositives
- comparative construction with quam
- Declensions IV-V
- Genitive
 - partitive
- Dative
 - with special adjectives
 - possession
- Accusative
 - subject of indirect statement
 - duration of time
 - extent of space
- Ablative
 - ablative absolute
 - time when
 - time within which
 - comparison

Verbs:

- deponent verbs
- mood:
 - imperative (irregular & negative forms)
- subjunctive:
 - hortatory
 - purpose clauses
 - result clauses
- infinitives:
 - present, future and perfect tenses
 - active and passive
 - indirect statement uses
- participles:
 - present, future and perfect tenses
 - active and passive
- irregular verbs:
 - sum, possum, volo, eo, fero

Adverbs:

- Declension III
- comparative & superlative degrees of regular and irregular adverbs
- quam with superlative adverbs

Adjectives:

- Declension III
- comparative & superlative degrees of regular and irregular adjectives
- interrogative, reflexive, possessive, and demonstrative

Oral Latin:

- intermediate recitation

Pronouns:

- Relatives
- Demonstratives (hic, ille, is, idem, ipse)
- Reflexives

Key Concepts & Structures

Verbals:

- Infinitives
- Participles

Expansion of Level I Key Concepts

Level II Topics:

1. Bodies of Water
2. Etymology 2: derivatives, expressions, mottoes and abbreviations
3. Historical Figures
4. Islands & Provinces
5. Roman Life: recreation and entertainment
6. Military Terms
7. Mythology 2
8. Major Historical Events
9. Plus Expansion of Level I Topics

Bodies of Water:

- Rivers: Rhine, Po, Nile and Rubicon
- Seas: Adriatic, Aegean, and Black

Connecting Topics: All Topics

Roman Life: recreation and entertainment:

- baths
- chariot racing
- gladiatorial combats
- stage performances

Connecting Topics: Bodies of Water; Etymology 2; Islands & Provinces; Military Terms; Mythology 2; Major Historical Events

Mythology 2:

- Heroes and monsters
 - Jason and Medea
 - Odysseus
 - Daedalus and Icarus
 - Hercules
 - Perseus
 - Theseus
 - Jason
 - Minotaur
 - Chimaera
- Underworld
 - Cerberus
 - Charon
 - Pluto
 - Proserpina
 - Styx

Connecting Topics: Bodies of Water; Etymology 2; Roman Life; Major Historical Events

Etymology 2:

- derivatives and roots
- expressions and mottoes
- abbreviations
- prefixes and suffixes

Connecting Topics: All Topics

Latin II Learning Experiences & Performance Indicators

Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.

Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.

Expansion of Level I Topics and Key Concepts

Major Historical Events:

- Trojan War
- Caesar's conquest of Gaul
- Punic Wars

Connecting Topics: All Topics

Islands & Provinces:

- Aegyptus
- Creta
- Germania
- Sicilia
- Gallia

Connecting Topics: Bodies of Water; Etymology 2; Historical Figures; Roman Life; Military Terms; Major Historical Events

Military Terms:

- castra
- arma, impedimenta et lorica
- miles
- legio, cohors, centuria

Connecting Topics: Bodies of Water; Etymology 2; Historical Figures; Islands & Provinces; Roman Life; Major Historical Events

Historical Figures:

- Augustus
- Julius Caesar
- Cleopatra
- Marc Antony
- Hannibal
- Spartacus

Connecting Topics: Bodies of Water; Etymology 2; Islands & Provinces; Military Terms; Major Historical Events

Based on a format developed by Boulder Valley School District. Boulder, Colorado. 2008

Latin II	
Performance Indicators	
Topic	Communication
Bodies of Water	<ul style="list-style-type: none"> Exchanges, interprets, locates, presents information, and explains the significance of bodies of water including rivers (Rhine, Po, Nile & Rubicon) and seas (Adriatic, Aegean and Black).
Etymology 2: derivatives, expressions, mottoes and abbreviations	<ul style="list-style-type: none"> Recognizes and uses Latin abbreviations and expressions. Recognizes and uses mottoes. Recognizes and analyzes derivatives and roots Recognizes and uses prefixes and suffixes. Recognizes and uses elements of the Latin language to increase knowledge of their own language and culture. Exchanges, interprets, and uses Latin medical terms.
Historical Figures	<ul style="list-style-type: none"> Explains and analyzes the significance and contributions of key figures in Roman history including Augustus, Julius Caesar, Cleopatra, Marc Antony, Hannibal, and Spartacus.
Islands & Provinces	<ul style="list-style-type: none"> Locates and explains the significance of islands and provinces to Roman history including Aegyptus, Creta, Germania, Sicilia and Gallia.
Roman Life: recreation and entertainment	<ul style="list-style-type: none"> Exchanges, interprets and presents information regarding baths, chariot racing, gladiatorial combats, and stage performances.
Military Terms	<ul style="list-style-type: none"> Exchanges, interprets and presents information regarding military terminology.
Mythology 2	<ul style="list-style-type: none"> Views, discusses and critically analyzes mythology from ancient culture and its influence on the modern world including heroes and monsters (Jason and Medea, Odysseus, Daedalus and Icarus, Hercules, Perseus, Theseus, Minotaur, and Chimaera) and the underworld (Cerberus, Charon, Pluto, Proserpina, and Styx).
Major Historical Events	<ul style="list-style-type: none"> Discusses and interprets key historical events including the Trojan War, Gallic Wars and Punic Wars.

Latin III/IV/ Latin IB*
Poetry Emphasis in odd years
 (e.g. 2014-15)
 *IB to be added with student demand

Course Description: (skill level ~ intermediate low to advanced low-level learners)

Latin III/IV reviews basic grammatical structures and continues the study of grammar, vocabulary and culture. Students further develop skills in understanding reading, speaking and writing through short stories, poetry, articles, oral presentations and written exercises. Students will read some unabridged works.

Course Beliefs:

We believe that our students must be prepared to face the challenges of the 21st century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills**—Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement**—Latin helps students develop deductive and analytical skills which they can apply to other disciplines.
- **English Proficiency**—Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective**—Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

ACTFL Standards:

1. *Communication:* Communicate in a Classical Language.
2. *Culture:* Gain knowledge and understanding of Greco-Roman culture.
3. *Connections:* Connect with other disciplines and expand knowledge.
4. *Comparisons:* Develop insight into own language and culture.
5. *Communities:* Participate in wider communities of language and culture.

Nouns:

Specialized uses:
 -diminutives
 -Double Dative
 -purpose & reference
 -Ablative
 -with deponent verbs
 -degree of difference
 -separation
 -specification/respect
 -locative

Pronouns:

-indefinite
 -demonstrative

Oral Latin:

-recitation
 -poetry
 -sight reading
 -poetry
 -prose

Verbs:

-impersonal
 -subjunctive mood
 -cum clauses
 -fear clauses
 -qui clauses
 -indirect questions
 -indirect commands
 -relative clauses of:
 -characteristic
 -condition

Figures of Speech:

-alliteration
 -anaphora
 -anastrophe
 -chiasmus
 -litotes
 -metaphor
 -onomatopoeia
 -personification
 -simile
 -synchysis
 -zeugma

**Key
 Concepts &
 Structures**

**Literary
 Analysis:**

-motif
 -theme
 -structure

Verbals:

-infinitives
 -participles
 -gerunds & gerundives
 -supine

Metrical Patterns:

-scansion
 -dactylic hexameter
 -elegiac couplets
 -hendecasyllable verse

**Expansion of Level I & II
 Key Concepts**

Level III/IV/IB - Poetry Emphasis Topics:

1. Etymology--Poetry
2. Historical Figures--Poetry
3. Mythology--Poetry
4. Philosophies
5. Poetic Places
6. Poetry
7. Role of the Prophets
8. Roman Perspectives & Values
9. Plus Expansion of Levels I & II Topics

Based on a format developed by Boulder Valley
 School District, Boulder, Colorado, 2008

Etymology--Poetry:

- derivatives based on literary texts
- famous quotes from Latin literature

Connecting Topics: All topics

Philosophies:

- Epicurean
- Stoic

Connecting Topics: Etymology—Poetry; Historical Figures—Poetry; Poetic Places; Roman Perspectives & Values

Poetry:

- Epic poetry (dactylic hexameter)
- Lyric poetry (elegiac couplets)
- Meter
- Scansion

Connecting Topics: Etymology--Poetry; Historical Figures--Poetry; Poetic Places

Historical Figures--Poetry:

- comedy (e.g. Plautus, Terence)
- epic (e.g. Virgil)
- lyric (e.g. Catullus, Horace, Ovid)
- satire (e.g. Horace, Juvenal, Martial)
- Greek poets that influence Roman poets (e.g. Homer, Sappho)
- prominent figures of the Augustan age (e.g. Augustus, Constantine, Maecenas, Nero, Trajan)

Connecting Topics: All Topics

Latin III/IV/Latin IB

Poetry Emphasis

Learning Experiences & Performance Indicators

Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.

Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.

Role of the Prophets:

- Cumaean Sibyl
- Delphic Oracle

Connecting Topics: Etymology--Poetry; Mythology—Poetry; Poetic Places

Roman Perspectives & Values:

- *fides*
- *gravitas*
- *pietas*
- *virtus*

Connecting Topics: Etymology--Poetry; Historical Figures—Poetry; Philosophies

Mythology--Poetry:

- Figures and events associated with the Trojan War
- Tales of lovers: Baucis & Philemon, Cupid & Psyche, Orpheus & Euridice, Pyramus & Thisbe

Connecting Topics: Etymology—Poetry; Historical Figures—Poetry; Poetic Places; Role of the Prophets

Poetic Places:

- Atlas Mountains
- Bithynia
- Cyprus
- Ithaca
- Mount Parnassus
- Mycenae
- Phoenicia

Connecting Topics: Etymology--Poetry; Historical Figures--Poetry; Mythology—Poetry; Philosophies; Poetry; Role of the Prophets

Based on a format developed by
Boulder Valley School District,
Boulder, Colorado, 2008

Expansion of

Levels I and II

Topics and Key Concepts

Latin III/IV/Latin IB

Poetry Emphasis

Performance Indicators

Topic	Communication
Etymology—Poetry	<ul style="list-style-type: none"> Reads literary texts and applies the relationship of Latin words to their derivatives in English. Reads and interprets famous quotes from Latin literature and explains their significance in ancient culture as well as their influence in the modern world.
Historical Figures—Poetry	<ul style="list-style-type: none"> Interprets Latin literary and non-literary works to analyze the significance and contributions of key historical figures including Virgil, Ovid, Caesar Augustus and Hadrian.
Mythology—Poetry	<ul style="list-style-type: none"> Reads and interprets events associated with the Trojan War. Reads and interprets a variety of tales of lovers from mythology and analyzes the social, political and historical implications of the work(s) read.
Philosophies	<ul style="list-style-type: none"> Through literary and non-literary works, explains the Epicurean and Stoic philosophies and how they were reflected in the practices and perspectives of ancient culture.
Poetic Places	<ul style="list-style-type: none"> Explains and analyzes the social, political influence of geographic locations in ancient culture including Cyprus, Phoenicia and Ithaca.
Poetry	<ul style="list-style-type: none"> Reads, listens, discusses and critically analyzes epic and lyric poetry. Analyzes features of scansion and/or meter in Latin texts.
Role of the Prophets	<ul style="list-style-type: none"> Exchanges, interprets and presents information about the role of the Cumaean Sibyl and the Delphic Oracle in ancient culture.
Roman Perspectives & Values	<ul style="list-style-type: none"> Interprets Latin literary and non-literary works to analyze Roman perspectives and values including <i>fides</i>, <i>gravitas</i>, <i>pietas</i>, and <i>virtus</i>.

Latin III/IV/Latin IB*
Prose Emphasis in even years
 (e.g. 2015-16)
 *IB to be added with student demand

Course Description: (skill level ~ intermediate low to advanced low-level learners)

Latin III/IV reviews basic grammatical structures and continues the study of grammar, vocabulary and culture. Students further develop skills in understanding reading, speaking and writing through short stories, speeches, letters, articles, oral presentations and written exercises. Students will read some unabridged works.

Course Beliefs:

We believe that our students must be prepared to face the challenges of the 21st century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills**—Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement**—Latin helps students develop deductive and analytical skills which they can apply to other disciplines.
- **English Proficiency**—Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective**—Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

Based on a format developed by
 Boulder Valley School District,
 Boulder, Colorado, 2008

ACTFL Standards:

1. *Communication:* Communicate in a Classical Language.
2. *Culture:* Gain knowledge and understanding of Greco-Roman culture.
3. *Connections:* Connect with other disciplines and expand knowledge.
4. *Comparisons:* Develop insight into own language and culture.
5. *Communities:* Participate in wider communities of language and culture.

Nouns:

Specialized uses:
 -Genitive
 -with causā & gratiā
 -description
 -with impersonal verbs
 -objective
 -Double Dative
 -purpose & reference
 -Accusative
 -exclamation
 -Ablative
 -with deponent verbs
 -degree of difference
 -separation
 -specification/respect
 -locative

Pronouns:

-indefinite
 -demonstrative

Oral Latin:

-dialogues
 -monologues
 -oratory
 -plays
 -prose
 -recitation

Verbs:

-impersonal
 -subjunctive mood
 -cum clauses
 -fear clauses
 -qui clauses
 -indirect questions
 -indirect commands
 -relative clauses of:
 -characteristic
 -condition

**Key Concepts
 & Structures**

Verbals:

-infinitives
 -participles
 -gerunds & gerundives
 -supine

Expansion of Level I & II

Key Concepts

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Level III/IV/IB

Prose Emphasis Topics:

1. Battles
2. Etymology--Prose
3. Government Magistrates
4. Historical Figures--Prose
5. Literary Genres
6. Mythology--Prose
7. Geography--Regions & Mountains
8. Plus Expansion of Levels I & II Topics

<p>Battles:</p> <ul style="list-style-type: none"> • Civil wars: Marius and Sulla, Caesar and Pompey, Crassus • Vesuvius • Actium <p><i>Connecting Topics:</i> Major cities; Bodies of Water; Etymology--Prose; Historical Figures--Prose; Geography</p>	<p>Historical Figures--Prose:</p> <ul style="list-style-type: none"> • Catiline • Cicero • Julius Caesar • Marius and Sulla • Octavian (Augustus) <p><i>Connecting Topics:</i> Calendar; Battles; Etymology--Prose; Government Magistrates; Literary Genres</p>	<p>Mythology--Prose:</p> <ul style="list-style-type: none"> • Atalanta • Centaurs • Echo and Narcissus • Fates • Muses • Nymphs • Satyrs <p><i>Connecting Topics:</i> Calendar; Family & Daily Life; Etymology--Prose; Government Magistrates; Literary Genres; Geography</p>
<p>Government Magistrates:</p> <ul style="list-style-type: none"> • cursus honorum • aedile • questor • censor • senator • consul • praetor • proconsul • dictator • tribune • pontifex maximus • augures <p><i>Connecting Topics:</i> Battles; Etymology--Prose; Historical Figures--Prose; Literary Genres; Geography</p>	<p>Latin III/IV/Latin IB</p> <p>Prose Emphasis</p> <p>Learning Experiences & Performance Indicators</p> <p>Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.</p> <p>Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.</p>	<p>Geography—Regions & Mountains:</p> <ul style="list-style-type: none"> • Alexandria • Libya • Campania • Etruria • Latium • Delphi • Alps • Pyrenees <p><i>Connecting Topics:</i> Battles; Etymology--Prose; Historical Figures--Prose; Mythology--Prose</p>
<p>Etymology--Prose:</p> <ul style="list-style-type: none"> • Derivatives based on literary texts • Legal terms • Scientific terms • Collegiate mottoes <p><i>Connecting Topics:</i> All Topics</p>	<p>Literary Genres:</p> <ul style="list-style-type: none"> • Golden Age prose authors, e.g. Livy • Silver Age prose authors, e.g. Pliny the Younger, Tacitus • Figures of speech common in prose, e.g. alliteration, anaphora, hyperbole, irony, simile <p><i>Connecting Topics:</i> Calendar; Major Cities; Bodies of Water; Etymology--Prose; Historical Figures--Prose; Mythology--Prose; Geography</p>	<p>Expansion of Levels I and II Topics and Key Concepts</p> <p>Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008</p>

Latin III/IV/Latin IB

Prose Emphasis

Performance Indicators

Topic	Communication
Battles	<ul style="list-style-type: none"> Interprets information about Roman military battles and explains their impact on ancient civilization through reading and viewing Latin literary and non-literary sources. Explains the significance of civil wars and the impact on leadership.
Etymology—Prose	<ul style="list-style-type: none"> Applies the relationship of Latin words to their derivatives in English. Recognizes and uses collegiate mottoes. Exchanges, interprets and uses Latin legal terms. Exchanges, interprets and uses Latin scientific terms.
Government Magistrates	<ul style="list-style-type: none"> Exchanges, interprets and presents information about the roles and responsibilities of positions in the Roman government.
Historical Figures—Prose	<ul style="list-style-type: none"> Interprets Latin literary and non-literary works to analyze and explain the significance and contributions of key historical figures including Catiline, Cicero, Julius Caesar, Marius and Sulla, and Octavian.
Literary Genres	<ul style="list-style-type: none"> Reads, listens, discusses and critically analyzes increasingly challenging literary works including Golden and Silver Age prose authors. Recognizes figures of speech and features of style in Latin literary works including alliteration, anaphora, hyperbole, irony and simile.
Mythology—Prose	<ul style="list-style-type: none"> Reads and interprets a variety of works from mythology and analyzes the social, political and historical implications of the work(s) read.
Geography—Regions & Mountains	<ul style="list-style-type: none"> Explains and analyzes the significance of geographical locations in Roman civilizations including Alexandria, Libya, Campania, Etruria, Latium, the Alps, Delphi, and the Pyrenees.

Arabic I

Course Description: (skill level – novice-low to novice-mid level learners)

Arabic I introduces students to the Arabic alphabet and sounds, the basic geography, history, and culture of the Arab world, and some simple linguistic structures to introduce oneself and express one's opinions about a variety of daily topics.

Course Beliefs:

- * All students can learn and experience success in a world language.
- * Second language acquisition provides the vision and skills necessary to be a global citizen.
- * A primary goal of world language education is real-life communication.
- * World-language education develops critical thinking skills.
- * Assessment must reflect the goals and learning targets set forth in this curriculum document.
- * World languages must be part of the core curriculum in 21st Century schools.
- * A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- * Formative assessment through oral understanding checks and written replies on whiteboards.
- * Summative assessment with creative projects like essays w/ visual presentations comparing students with Arab peers, superhero profiles, speed dating sessions, as well as periodic quizzes.
- * Providing feedback
- * Written, oral, and conversational examples
- * Written, audio, and video homework
- * Reinforcing effort and courage in making Arabic sounds, recognizing proficient language users
- * Authentic visual, audio, and video materials

Level One Topics:

1. The Alphabet and a Basic Introduction
2. Family
3. Classroom Objects
4. Numbers
5. Basic Adjectives
6. Colors
7. Geography and History of the Arab World
8. Understanding Stereotypes of Arabs and Muslims
9. Body Parts
10. Food and Drink
11. Hobbies

ACTFL Standards:

- a. *Communication*: Communicate in a non-Western language.
- b. *Culture*: Understand the culture of the Arab world and its prevailing trends and ideas.
- c. *Connections*: Connect Arabic to other disciplines like history, geography, government, and literature.
- d. *Comparisons*: Compare Arabic language and culture to English and the world we live in.
- e. *Communities*: Participate in wider communities of language and culture.

NOUNS

Pronouns
(independent and attached)
Plurals (broken, sound, human and non-human)
Definite nouns without *alif-lam*

PREPOSITIONS

The *Idafa*
Directionals
Using *lam*
Min, fi, and 'ala

ADVERBS

Adverbs of place
Adverbs of time
Adverbs of manner

VERBS

Perfect and Imperfect Tense
All conjugations except dual
Active Voice
Future Mood
Affirmative and Negative
Forms I - X
Hollow verbs
Hamzated verbs
Defective verbs

ORAL SKILLS

Qaf vs. *kaf*
Dhad vs. *dal*
ha vs. *Ha*
kha vs. *kaf/Ha*
ghayn and *ayn*

ADJECTIVES

Definite and indefinite
Masculine and feminine
Plural human adjectives
Colors
Nisba adjectives

SENTENCES

Word order
Equational and verbal
Questions
Negation: *la, lem, len,* and *laysa*
Sentence variation

DIALECTS

Distinguishing sounds
Basic expressions

Student Self-Assessment:

Based on the standards, topics, key concepts, and structures listed here, students should ask themselves...

1. *Listening*: Can I understand Arabic when I hear it?
2. *Speaking*: Can I speak Arabic with a variety of people?
3. *Reading*: Can I read Arabic for different purposes?
4. *Writing*: Can I write Arabic for different purposes?
5. *Culture*: What do I know about the people and cultures of the Arab world?

Culture:

Students know and are able to...

1. Distinguish between parts of the Arab world culturally, socially, politically, and economically
2. Use culturally appropriate gestures and expressions
3. Listen to and read authentic Arabic cultural materials
4. Research the life of a fictional peer from an Arab country and cite sources about how he/she lives, believes, and behaves
5. Talk meaningfully about cultural differences between the Arab and American worlds

Alphabet

Knowledge and use of the Arabic letters, how they connect to form words, and what they sound like. Knowledge of the long-short vowel systems, the *ta' marbuta*, the *hamza*, and various *alifs*.

Connecting topics: All topics

Culture: Looking at signs, writing names, finding etymologies of everyday words like *cotton* and *cat* as well as popular names like *Shakira*, *Latifah*, and *Jamal*.

Family

Names of the family members and differences/similarities between the typical Arab and American family.

Naming conventions in Arabic using *Abu*, *Umm*, *Ibn*, and *Bint*

Connecting topics: Numbers, basic adjectives, hobbies, stereotypes

Culture: Deciphering some Arab names, understanding a traditional Arab household

Classroom Objects

Naming items in Arabic and understanding grammatical gender, using *huna* and *hunaak* and a variety of directional prepositions like *fawq*, *taht*, *bijanib*, *fi*, and *'ala*.

Using *lam* and attached pronouns to denote possession.

Connecting topics: Alphabet, numbers, hobbies, basic adjectives

Culture: Personal supplies

Understanding Stereotypes of Arabs and Muslims

Looking deeply at words like *Islam*, *jihad*, and *Allah* and comparing how students see them in American media. Writing about what stereotypes do.

Connecting topics: Geography/history, family

Culture: Making kind and reasoned judgments, looking beyond stereotypes of Arabs and Muslims

Numbers

Cardinal numbers 0 - 9999

Ordinal numbers 1 - 12

Using numbers for bargaining, currency, dates in history, counting items and people

Connecting topics: Family, classroom objects, body parts, food and drink

Culture: Historical dates, demographics, Arabic contributions to math and science

Basic Adjectives and Comparatives

Knowledge of Arab countries big and small, poor and rich, far and near, beautiful places, tall and short people, good and bad things, difficult and easy languages. Comparatives/superlatives.

Connecting topics: All topics

Culture: Understanding Arab cultures in comparison to each other and America.

Arabic 1 Learning Experiences and Performance Indicators

Using the four skills of **listening**, **speaking**, **reading**, and **writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Colors

The masculine and feminine forms of red, green, blue, yellow, white, and black, as well as the *nisba* colors and an understanding of *nisba* adjectives.

Connecting topics: All topics

Culture: Arab flags, pan-Arab colors, clothing

Geography and History of the Arab World

Names of Arab countries and the most important cities, their geographic features, broad historical trends and important events.

Connecting topics: Numbers, stereotypes, adj.

Culture: Understanding the Arab world and contextualizing current events

Body Parts

Knowledge of the body parts and a basic understanding of the Arabic dual pronoun.

Arabic body parts that come in twos are feminine—ie. making phrases like “Two blue eyes.”

Connecting topics: Colors, numbers, adjectives and comparatives

Culture: Arab clothing traditions.

Food and Drink

Using the verbs *eat*, *drink*, *like*, and *be* to describe meals during the day.

Knowledge of some popular Arabic dishes like *falafel*, *fattoush*, *hummus*, and *qahwa*.

Connecting topics: Adjectives and comparatives, numbers, colors, family

Culture: Comparing Arab and American ingredients, dishes, and eating traditions.

Expressions like *sahtayn* and *bismillah*.

Hobbies

Knowledge of types of books, movies, music, games, and clothing popular in the Arab world.

Using the verbs *read*, *study*, *watch*, *listen*, *play*, and *wear* effectively about daily events. Comparing the daily life of the student with that of a fictional peer in an Arab country, using research.

Connecting topics: Adjectives, family, geography/history, stereotypes, food and drink

Culture: Thinking beyond stereotypes about daily life in the Arab world, comparing hobbies and popular trends in the home and target culture

Arabic II

Course Description:

Arabic II builds on the linguistic and cultural knowledge gained in Arabic I, allowing students to understand and express more complex ideas, think through harder questions, and in the end, solve a thrilling and authentic Arabic murder mystery.

Course Beliefs:

All students can learn and experience success in a world language.

- * Second language acquisition provides the vision and skills necessary to be a global citizen.
- * A primary goal of world language education is real-life communication.
- * World-language education develops critical thinking skills.
- * Assessment must reflect the goals and learning targets set forth in this curriculum document.
- * World languages must be part of the core curriculum in 21st Century schools.
- * A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- * Formative assessment through oral understanding checks and written replies on whiteboards.
- * Summative assessment in the form of periodic quizzes throughout the first semester and an interactive, authentic murder mystery to investigate in the second semester
- * Providing feedback
- * Written, oral, and conversational examples
- * Written, audio, and video homework
- * Reinforcing effort and courage in making Arabic sounds, recognizing proficient language users
- * Authentic visual, audio, and video materials

Level Two Topics:

1. Arabic Dialects vs. *al-fusha*
2. Arabic Literature and Poetry
3. Arabic Visual Art
4. Bargaining and Trading
5. Investigating a Crime
6. Love, Marriage, and Courtship
7. Economies of the Arab World
8. Social Problems of the Arab World
9. The Sunni-Shi'a Split
10. Palestine and Israel
12. Refugees

ACFL Standards:

1. *Communication*: Communicate in a non-Western language.
2. *Culture*: Understand the culture of the Arab world and its prevailing trends and ideas.
3. *Connections*: Connect Arabic to other disciplines like history, geography, government, and literature.
4. *Comparisons*: Compare Arabic language and culture to English and the world we live in.
5. *Communities*: Participate in wider communities of language and culture.

ADJECTIVES

Collective adjectives
Plural human adjectives
Indeclinables
Participles

PREPOSITIONS

Distinguishing between *bi* and *ma*
Using prepositions plus *ma*

ADVERBS

Adverbs of place
Adverbs of time
Adverbs of manner

VERBS

Affirmative and negative commands
Knowledge and use of the *masdar*
All conjugations including dual
Passive Voice
Subjunctive and Hortative Moods
Forms I - X
Assimilated Verbs

ORAL SKILLS

Fluid speech
Getting rid of American accent

SENTENCES

Word order
Equational and verbal
Questions
Connectors
Transitions
Sentence variation

NOUNS

Pronouns (independent and attached)
Plurals (broken, sound, human and non-human)
Definite nouns without *alif-lam*

Student Self-Assessment:

Based on the **standards, topics, key concepts**, and **structures** listed here, students should ask themselves...

1. *Listening*: Can I understand Arabic when I hear it?
2. *Speaking*: Can I speak Arabic with a variety of people?
3. *Reading*: Can I read Arabic for different purposes?
4. *Writing*: Can I write Arabic for different purposes?

What do I know about the people and cultures of the Arab world?

Culture:

Students know and are able to...

1. Distinguish between parts of the Arab world culturally, socially, politically, and economically
2. Use culturally appropriate gestures and expressions
3. Listen to and read authentic Arabic cultural materials
4. Interview native Arabic speakers, ask meaningful questions, and interpret answers
5. Talk meaningfully about cultural differences between the Arab and American worlds
6. Describe a narrative plot and sequences of events

Arabic Dialects vs. al-Fusha

Students distinguish between the different registers of spoken and written Arabic, understanding the differences between the Arabic dialects and knowing when to use the more formal al-Fusha.

Connecting topics: All topics

Culture: Knowledge of connections between language and society/class, allowing students to broaden their reading/listening fields.

Arabic Literature and Poetry

Knowledge of the main genres, trends, ideas, and figures in the Arabic literary world. Students write and read Arabic literature, mimicking the greats and trying to break new ground.

Connecting topics: Palestine and Israel, Social Problems of the Arab World, Arabic dialects, love and courtship

Culture: Students can read literature to understand the culture that produced it.

Arabic Visual Art

Knowledge of the main currents in the painting, calligraphy, and architecture of the Arab world. Students can engage their artistic senses in Arabic and distinguish between different works of art.

Connecting topics: Social Problems of the Arab World, literature and poetry

Culture: Students can interpret and mimic the artistic styles of the Arab world and use it to understand Arab culture.

Social Problems of the Arab World

A look at the problems for Arabs today in terms of unemployment, violence, and corruption. Knowledge of the Arab Spring and its roots.

Connecting topics: Arab economies, visual art, literature, refugees, Sunni-Shi'a split

Culture: Students can connect with peers in Arab society about their prevailing social trends and problems.

Bargaining and Trading

Knowledge of prices, goods, and bargaining etiquette. Use of the conditional sentence to facilitate deal-making.

Connecting topics: Arabic dialects, Social Problems, Arab economies

Culture: Students can express complex thoughts and get items/information outside school

Investigating a Crime

A five-month interactive murder mystery compelling students to ask questions, share information, and solve a crime with evidence.

Connecting topics: All topics

Culture: Students "visit" many corners of the Arab world for interviews, learn different customs, and talk to many different people.

Arabic II Learning Experiences and Performance Indicators

Using the four skills of *listening*, *speaking*, *reading*, and *writing*, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the *culture*.

Love, Marriage, and Courtship

Knowledge of Arab customs new and old surrounding love, marriage, and courtship.

Connecting topics: Literature and poetry, dialects vs. al-fusha, social problems of the Arab World

Culture: Students will be aware of how American and Arab cultures differ about love and marriage.

Economies of the Arab World

A basic overview of the economies, products, and markets of the Arab World.

Connecting topics: Social problems, refugees, bargaining and trading

Culture: Students can connect economies to cultures and how they interact.

The Sunni-Shi'a Split

Students learn about the two main sects of Islam and how their rivalry has shaped the Arab world.

Connecting topics:

Investigating a crime, Social Problems of the Arab World, Arab economies

Culture: Traditions and beliefs of Sunnis and Shi'as, how people overcome sectarianism

Palestine and Israel

Introductory history as well as Arab and American views on the Palestinian-Israeli conflict, how it affects Arabs and American foreign policy today.

Connecting topics: Social problems of the Arab World, literature and poetry, refugees

Culture: Learning about Palestinian culture, understanding locally resonant stories and conflicts

Refugees

Knowledge of the daily lives and struggles of the Arab World's largest refugee populations (Iraqi, Syrian, and Palestinian), including video and written accounts. Students conclude the unit by writing a letter to a Syrian refugee in a camp in Jordan, describing their life and hoping to start a dialogue.

Connecting topics: Social Problems of the Arab World, Economies of the Arab World, Palestine and Israel

Culture: Students can use their language skills and cultural knowledge to connect on a personal level with someone with refugee status who speaks Arabic; students can understand how the lives of refugees differ from their own and other Arabs

Mandarin Chinese I

Course description

Chinese I introduces to students introductory Chinese cultural knowledge and develops their Chinese language skills from three perspectives: listening comprehension, speaking and reading ability. Through the class, students are expected to understand basic language materials related to common daily settings, can repeat, recite and reproduce words or sentences with fair accuracy, and begin to develop confidence and interest in learning the Chinese language. In addition, they will also acquaint themselves with some simplest Chinese characters. All the skills mentioned will be acquired through oral practice, dialogues, dictation, reading, and writing exercises.

Course Briefs:

- * All students can learn and experience success in a world language.
- * Second language acquisition can provide the vision and skills necessary to be a global citizen.
- * The Chinese language learning can develop critical thinking skills; especially it can acquaint them with different thinking modes.
- * Academic assessment must reflect the goals and learning targets set forth in this curriculum.
- * World languages must be part of the core curriculum in the 21st Century schools.
- * A K-12 articulated world language program should be available to all students.

Instructional strategies:

- * Distinguishing Chinese Pinyin from English letters
- * Summarizing and note taking
- * Reinforcing effort and recognition
- * Homework and guided practice
- * Nonlinguistic representation
- * Graphic organizer
- * Progressive assessment and combination of the result of accumulated quizzes
- * Cooperative learning groups
- * Providing timely feedback
- * Performance and presentations
- * Talent shows and designed programs
- * In-class exercises and prepared practice
- * Formative and summative assessments

Level I Topics

- * Chinese Pinyin
- * Greetings
- * Family
- * Dates and time
- * Hobbies
- * Visiting friends
- * Making an appointment

ACTFL Standards:

1. Students can conduct some simply Chinese conversations related to common daily settings.
 - 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2. Students understand and interpret spoken and written language on some daily topics.
 - 1.3. Students present information, concepts, and ideas to an audience of listeners on some daily topics.
2. Students will gain introductory Chinese cultural knowledge
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire preliminary cross-cultural awareness and international perspectives.
 - 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and culture.
4. Students will develop insight into the nature of language and culture.
 - 4.1. Students demonstrate understanding of the nature of the language through comparisons of the language studied and their own.
 - 4.2. Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.
5. Students will develop insight into the nature of language and culture.
 - 5.1. Students demonstrate understanding of the nature of the language through comparisons of the language studied and their own.
 - 5.2. Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.

Pronunciation

- Initials
- finals
- tones

Pronouns

- personal pronouns
- indicative pronouns
- possessive pronouns

Adjectives

- Opposite pairs
- Attributive

Idiomatic expressions

- order of date expressions
- order of first names and surnames
- order of interrogative pronouns

Key Concepts & Structure

Particles

- Suggestive (ba)
- Tense indicative (le)
- Tone moderating (yixia)

verbs

- notional
- modals
- past tense expression

Measure words

- placement
- descriptive
- demonstrative

Nouns countable and uncountable

- Plurals and singular indicated by numerals
- Countable nouns with measure words
- Uncountable nouns with quantifiers

Key concepts & structures

- subject +verb+ object
- subject + to be (shi) + identity
- subject +adverb + adjective

Culture

Students know and are able :

- distinguish similarities and differences between the cultures
- use culturally appropriate expressions and gestures
- listen to materials in the language from the culture being studied
- observe and identify everyday cultural practices
- understand certain culturally-loaded characters

Pinyin: Syllabic structure of modern standard Chinese (Mandarin)

tone	
initial	final

Syllable=

Initials: pronunciation of b, p, m, f, d, t...

Simple finals: pronunciation of a, o, e, i, u, ü

Compound finals: pronunciation of ai, ei, ao, ou, an...

Four tones: pronunciation of 一, 二, 三, 四

Formation of syllables: combination of initials and finals and separate use of finals

Tone related practice: pronunciation and meaning distinction

Culture: Development of Chinese characters

Visiting Friends

Forms and accuracy: 一下, 一点儿, adjectives as predicates, 在, 吧, 了, 才, 水瓶

Introduction: 介绍一下, 这是我姐姐, 高小音

Beverages : 茶, 可乐, 水, 果汁...

Description of a visit to friend's house

Making Appointments

Forms and accuracy: 给, 要, 别, 得 and directional complements (进来, 回去)

Making an appointment:

老师, 今天下午您有时间吗? 我想问您几个问题。

Students self –assessment

Based on the standards, topics and key concepts and structures listed herein, students should ask themselves:

Culture: Can I make use of what I learned in the culturally-related environment?

Listening: Can I understand simply Chinese conversations related to common daily settings when I hear them?

Speaking: Can I conduct simple conversation and exchange some basic information in Chinese with Chinese native speakers?

Reading: Can I understand materials related to the topics (common daily settings) studied?

Writing: Can I read and write some simple characters and make sentences with those words?

Mandarin Chinese 1 Learning Experiences and Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Hobbies

Forms and accuracy:

Affirmative+Negative(A+not+A) questions

(II), 那 (么), 去+action, 吗, 想 and

Verb+object as a detachable compound

Terms for basic personal

hobbies: 喜欢看电影, 打篮球...

Plans for the weekend:

我周末常常看电影去跳舞...

Comparing the word orders in Chinese with those in English

Culture: Chinese people's favorite pastimes and behavior toward the bill when they finish eating together in a restaurant

Making a phone call: 喂...

Time expressions: 下个星期, 去年, 下个月...

Family

Forms and accuracy:

的 (的), 个, 口, 谁, 有, 二, 两 and 都

Basic kinship terms:

爸爸, 妈妈, 哥哥, 姐姐, 弟弟 and 妹妹

Relatives on the maternal

side : 外公, 外婆, 姨妈, 姨父, 舅舅, 舅母, 表哥...

Relatives on the paternal side:

爷爷, 奶奶, 伯父, 叔父, 伯母, 叔母, 堂哥...

Culture: Family size and importance of the family

Greetings

Forms and accuracy:

姓, 呢, 叫, 是, 吗, 不 and 也

Greetings: 你好, 请问, 你贵姓?

Identity and profession:

美国/中国人...

老师, 学生, 工程师...

Culture: Culturally-related gestures of greetings and Chinese names

Date and Time

Forms and accuracy: numbers (1-100), pronouns as modifiers and the usage of the particle

的 (的), alternative questions, Affirmative+Negative

(A+not+A) questions (I) and 还

Names of the days of the

week : 星期一, 星期二...

Names of the months of the

year: 一月, 二月...

Expressions of date, month and

the year: 二零一四年二月十八号/日

Names of the hour and the

minute: 一点, 两点...

Culture: word order of date,

month and year

Culture: What one should say first when he/she answers a phone call, and what time a person should arrive for an appointment.

Mandarin Chinese I Performance Indicators		
Topic	Communication	Culture
Chinese Pinyin	Pronouncing initials (b, p, m, f, d, t...), finals (a, o, e, i, u, ü) and combination of initials and finals(ai, ei, ao, ou, an...), distinguishing different tones (一, 二, 三, 四, 五), and spelling relevant characters	Introducing the development of Chinese characters.
Greetings	Exchanging basic greetings: 你好 Requesting a person's name: 你姓什么? Providing your own name: 我叫... Determining one's identity: 你是学生吗? Asking about one's nationality: 你是哪国人?	Describing appropriate cultural forms of address (both formal and informal) and gestures.
Family	Describing a family photo: 这是我妈妈爸爸... Asking about someone's family: 这是谁? Asking about someone's profession: 你爸爸妈妈做什么工作? Asking about someone's nationality: 你是哪国人?	Identifying traditional family size; Exploring the importance of a family in the culture and family events in a Chinese-speaking region.
Date and time	Asking about the clock time: 现在几点? Telling and speaking about time, day and date: 现在是上午12点, 今天是星期三/三月十一号... Talk about one's age and birthday: 你今年多大?, 我今年... and 我的生日是... Inviting someone to ...: 我请你吃饭看电影...	Describing appropriate seasons and traditions during certain seasons, holidays, and occasions, including related food and drinks in the culture; Understanding and using the 24-hour time system Comparing the word order of date, month and year in the Chinese and American cultures.
Hobbies	Saying and writing the terms for basic personal hobbies: 我喜欢看电影... Setting up plans for the weekend: 我们周末要去打篮球... Asking about one's hobbies: 你喜欢做什么? Asking friends out to see a movie: 我请你明天去跳舞, 怎么样?	Talking about What Chinese people's favorite pastimes are and how they act for the bill when they finish eating together in a restaurant.
Visiting a friend	Welcoming a visitor: 认识你很高兴... Introducing one person to another: 介绍一下, 这是我姐姐, 高小音。 Complimenting someone on his/her house: 你们家很大, 也很漂亮。 Asking for beverage as a guest at someone else's place: 我要一瓶可乐, 可以吗? Offering beverages to a visitor: 你喝茶还是喝咖啡? Briefly describing a visit to a friend's place	Describing the preparations before visiting a friend/relative; Learning how to behave as a guest at a friend's house.
Making appointments	Answering a phone call and initiating a phone conversation: 喂, 请问你找谁... Setting up an appointment with a teacher on the phone: 老师, 今天下午您有时间吗? 我想问您几个问题。 Asking for a favor: 我下个星期要考中文, 你帮我准备一小, 跟我练习说中文, 好吗?	Identifying what one says first when he/she answers a phone call, and what time a person should arrive for an appointment; Identifying how students address their teachers in Chinese culture.

Mandarin 2 Chinese

Course Description: Mandarin Chinese Level 2 class fosters the further study of Chinese language and Chinese culture. At this level, students will master the intermediate level of listening, speaking, reading, and writing skills of Chinese language; can use more complex grammatical structures and sentence patterns to communicate on familiar topics through interaction and description; can compose brief passages; will develop reading comprehension skills through more complex materials. Students are also expected to gain a deeper understanding of Chinese culture, acquire preliminary cross-cultural awareness, and international perspectives

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Level 2 Topics:

- Discussing one's performance on examinations
- Preparing for a Chinese class
- A typical school day in a diary
- Talking about Chinese learning in a letter
- Shopping for clothes
- Exchanging items shopped
- Going home for the winter vacation
- Thanking someone for a ride in an email
- Talking about the weather
- Dining out
- Asking directions
- Sports

Verbal structures:

Series of verbs
Past tense indicator: le (了)
Continuous tense indicator: zhengzai (正在)
Modal verbs: yao (要) and hui (会)

ACTFL Standards:

- Students will communicate in the Chinese language in addition to English.
 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Students understand and interpret written and spoken language on a variety of topics.
 - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students will gain knowledge and understanding of other cultures.
 - Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Students will connect with other disciplines and acquire information.
 - Students reinforce and further their knowledge of other disciplines through the foreign language.
 - Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Students will develop insight into the nature of language and culture.
 - Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
- Students will participate in multilingual communities at home and around the world.
 - Students use the language both within and beyond the school setting.
 - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Course Beliefs:

- All students can learn and experience success in a world language.
- Foreign language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Key Concepts & Structures

Pronouns:

- demonstrative
- direct / indirect
- possessive: de (的)
- reflexive: zijide (自己的)
- pronouns in continuous discourse

Nouns

- nouns in continuous discourse
- position of time-when expressions
- topic-comment structure

Adjectives:

- comparative
- superlative

Adverbial structures:

Descriptive comments: tai (太); jiu (就); zhen (真)
Question adverb: zenmo (怎么)
Simultaneousness expression: yibian...yibian (一边...一边)
Time sequence expressions: first, then, and finally: shouxian (首先), ranhou (然后), zuihou (最后)
resultative comments: hao (好); xing (行); bucuo (不错)

Culture:

Students are able to...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among culture.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the culture being studied.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Am I able to understand Chinese better when I hear it?

Speaking: Am I able to speak Chinese with a variety of people?

Reading: Am I able to read more complex materials in Chinese?

Writing: Am I able to write Chinese (both pinyin and some characters) for a few specified subjects?

Culture: Am I able to use my knowledge of Chinese culture?

Description of one's performance on examination:

Comment on such an examination : 考试考得怎么样? 考得不错, 考得好...

Experience sharing in learning a language: 写字写得太慢了, 写字写得真快...

Study habit: 来得很早, 功课做得快, 一起练习写字...

Related topics: preparing for an examination; remarks on the performance; daily routines; typical scenes in a language class;

Culture: different educational systems; objectives in education; result and purpose; similarities and differences

School life

A typical school day: 七点半起床, 洗澡以后吃早饭, 九点到教室上课, 中午到餐厅吃饭, 下午到图书馆上网, 五点三刻吃晚饭, 晚上做功课, 八点半回家...

Talking about studying a language like Chinese: 老师教我们发音、生词和语法, 也教我们写字。一起练习说中文, 练习写汉字...

Routines on campus: 上专业课, 学外语, 去图书馆上网, 看书, 写字, 做功课...

Related topics: practical writing like a diary or an email; modesty expressions; inviting a friend to an activity

Culture: modesty expressions in the context of Chinese culture; culturally different formats in practical writing

Seasons & Weather:

Names of seasons : 春天, 夏天, 秋天, 冬天

Basic terms for weather patterns and phenomena : 天气好, 天气不好, 下雨, 下雪, 刮风, 天晴, 多云, 有雾
Description of simple weather changes : 晴转多云, 小雨转中雨, 中雪转大雪, 小到中雨, 大到暴雨...

Comparison of the weather in two different places: 这儿的天气很好, 那里的天气很糟糕。这里下雪, 但那里刮风...

Related Topics: Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers

Culture: Similarities and Differences of Chinese cities and Montana; Holidays

Sports:

Names and equipment : 篮球, 排球, 足球, 乒乓球, 网球, 跑步, 游泳, 体育馆, 运动场, 体育器材, 运动服...

Preferences: 喜欢看球赛, 喜欢跑步, 喜欢运动...

Abilities: 跑得快, 跳得高, 游泳游得快, 网球打得好...

Sports clothing: 网球鞋, 球衣, 球裤, 球鞋...

Related Topics: Body parts; health & fitness; daily routines; description of people; personalities & nationalities; leisure time; school schedule; shopping; travel & transportation
Culture: Popularity of sports; game rules

Mandarin 2 Chinese
Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Shopping:

Variety of stores and merchandise: 衣服, 食物, 饮料, 文具, 电器, 蔬菜, 水果...

Clothing, food, beverages: 外套, 衬衫, 鞋, 土豆, 豆腐, 可乐, 雪碧, 矿泉水...

Preferences: 喜欢黑色的裤子, 喜欢喝可乐, 不喜欢美国菜...

Quantities and size: 公斤, 千克, 英镑, 八号的鞋, 四十码的鞋...

Related Topics: Body parts; health & fitness; daily routines; description of people, personalities & nationalities; directions; leisure time; sports; travel & transportation

Culture: Fashion; seasonal availability; metric & English systems; electrical and electronic system

Directions:

Directions to a place: 东南西北, 前后左右, 东北, 西南, 西北, 东南, 正北, 正南, 正前方...

Directions on how to do something: 一直往前走, 过三个红绿, 往右拐就到了...

Metric and English system vocabularies: 公里, 英里, 千米, 米, 英尺, 英寸...

Numbers 101 – 1000

Related Topics: Daily routines; leisure time; shopping; travel & transportation

Culture: Metric system for travel and cooking; transportation alternatives

Dining Out:

Table settings: 摆桌子, 摆凳子, 摆筷子, 圆桌, 方桌, 餐具, 碗筷...

Table conversation: 再来一碗米饭? 一共多少钱? 一份糖醋鱼, 红烧豆腐...

Toasting: 祝你身体健康! 祝您工作愉快! 祝你生日快乐! 祝你青春永驻! ...

Related Topics: Body parts; health & fitness; leisure time; travel & transportation

Culture: Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

Leisure Time:

School clubs: 篮球俱乐部, 乒乓球俱乐部, 台球俱乐部, 网球俱乐部...

Vacations: 寒假, 暑假, 国庆节, 五一节, 春节...

Free time activities: 爬山, 散步, 骑车, 看电视, 看电影, 远足...

Family and community events: 郊游, 钓鱼, 下棋, 篮球赛, 排球赛...

Related Topics: All Topics

Culture: Similarities and differences between the hobbies of Chinese students and American students

Travel & Transportation

Local travel: 骑车, 开车, 出租车, 公共汽车, 地铁, 飞机...

Geographic names: 城市, 乡村, 首都, 省会, 长江, 黄河, 长城...

Cardinal directions: 东西南北中, 前后左右, 上下, 正北, 正南...

Trip preparation, itinerary, tickets and reservations: 旅行包, 旅行箱, 机票, 车票, 预订旅馆, 预定机票, 行程表, 旅程, 旅行日程, 线路...

Modes of transportation: 乘公交车, 乘地铁, 乘出租车, 开私家车...

Related Topics: Dining out; directions; leisure time; school schedule; shopping; sports

Culture: Similarities and differences

Mandarin 2 Chinese Performance Indicators		
Topic	Communication	Culture
Discussing one's performance on examination	Identify and present information on related performance. Interpret and present information about the would-be result of an examination using certain expressions. Exchange, interpret, and present information on study habit and related activities.	Compare and contrast cultural ideas in such an area as admission to a university
School life	Exchange, interpret, and present information about routines and personal activities on campus	Describe cultural similarities and differences in personal routines.
Seasons & Weather	Identify, exchange, and present information on weather changes. Exchange information and advise on what should be paid attention to in terms of wearing clothing	Describe similarities and difference in different places; Explain the influence of culture on clothing despite the same weather patterns.
Sports	Exchange, interpret, and present information about names, clothing and equipment used for sport activities. Present information on personal preferences for sporting activities. Describe the personal abilities required for a sport activity.	Describe the organization of team sports including game rules in a Chinese-speaking region. Compare the popularity of sports in Chinese-speaking regions and the U.S. A.
Shopping	Describe types of stores and merchandise available in China. Present personal preferences for style and design of clothing, food, and beverages. Interpret and present information about size, price and quantity of items using authentic items.	Describe the influence of culture on fashion. Describe seasonal availability of merchandise. Compare sizing, currency, and measurements in the U.S. with those used in Chinese – speaking regions
Directions	Ask for or give simple directions to specified locations. Follows oral and written directions to a specified location or on how to carry out a procedure. Describes similarities and differences between metric and English Systems and applies the vocabularies of both.	Exchange, interpret, and present information using numbers 101 – 1000. Identify transportation alternative in Chinese – speaking cultures. Describe travel and cooking with the metric system.
Dining Out	Exchange, interpret, and describe table settings and table conversations. Describe a toast in the context of celebrations and appropriateness.	Explain eating customs including ordering, payment, timing, and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Chinese-speaking regions.
Leisure Time	Exchange information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.	Compare and contrast leisure time activities in Chinese-speaking cultures to ones' own.
Travel and Transportation	Describe local travel. Describe locations using geographic names.	Compare similarities and differences in both cultures

	<p>Ask for or gives simple directions to specified locations using cardinal directions.</p> <p>Follow oral and written directions to a specified location.</p> <p>Ask and answer questions on past or future travel plans and destinations including trip preparation, itinerary, tickets and reservations.</p> <p>Exchange, interpret, and present information about modes of transportation.</p>	<p>including attractions, vacation practices and transportation modes.</p>
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APPENDIX I

World Languages Terminology

ACTFL	is the acronym for the American Council on the Teaching of Foreign Languages, a national non-profit organization dedicated to effective language teaching (www.actfl.org) The MCPS World Languages Curriculum is premised upon ACTFL's Performance Descriptors for Language Learners.
Assessment	is the process of gathering information on the quality of a product, performance, or demonstration.
Benchmarks	are indicators of progress toward achieving standards.
CCSS	is the acronym for Common Core State Standards, a federal program launched in 2010 that provides a framework of universal standards for teaching and learning language. For listed CCSS standards, R refers to Reading, W –Writing, S&L—Speaking and Listening.
Differentiated instruction	includes a variety of instructional approaches that address the needs and learning styles of individual students in one-on-one, small group, and large group settings.
IB	is the acronym for International Baccalaureate which is an international educational organization that focuses on the student with an emphasis on intercultural understanding and enrichment
Learning targets	are clear and usable statements of intended learning taught to students and which students are expected to learn at specific grade levels or in specific classes and leading to the mastery of benchmarks and standards.

Standards are a set of qualities or measures by which performance, skills, or other knowledge is judged; in this case, a distillation of what students should know and be able to do in the communication arts area by the time they complete high school.

APPENDIX II

RATIONALE FOR PROFICIENCY LEVELS

Time as a critical component for developing language performance

Language educators often face undue pressure and language learners may face unreasonable expectations when unrealistic language outcomes are set for achievement in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance - time spent meaningfully engaged in active skill getting and skill using in the target language by both the teacher and the learner. ACTFL's position statement sets the goal of 90% or more of target language use by the teacher and the learners both inside and outside the classroom.

The chart (on the next page) graphically illustrates the influence of time-on-task on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K-16 spectrum. The outcomes depicted in this chart reflect general approximations based on performance testing and indicate targets that are possible for all students, given standards-based programs with continuity of instruction, sufficient time on task, and learning focused on performance. While performance outcomes may vary according to the mode of communication, the expectations in this chart represent a composite of performance outcomes for interpersonal, interpretive, and presentational communication. The most common program model for language learning in this country continues to be two years of instruction at the secondary level. This model limits students to performance in the Novice range. In an increasing number of standards-based, performance-based programs with continuity and sufficient time on task (e.g., beginning in the elementary grades with at least 90 minutes of instruction per week and continuing through the secondary years), learners are reaching the Advanced range of performance. Evidence is emerging that elementary immersion programs are able to produce students that are performing well into the Intermediate range by middle school and exiting high school in the Advanced range. These students have the potential to exit postsecondary programs approaching or at the Superior level of proficiency. Such comparisons are given with the caution that reaching each range of performance is more than simply matching hours or years of instruction. The age and cognitive development of the language learners greatly impacts language learning. The level of literacy and language performance in the learners' native language impacts their development of literacy and language performance in additional languages.

PERFORMANCE OUTCOMES MAY VARY FROM LANGUAGE TO LANGUAGE AND FROM MODE TO MODE.

The Performance Descriptors have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence, but language learners may experience different rates of progress through different modes depending on how similar their native language is to the new language. Students whose native language is English find many similarities between English and languages using a familiar alphabet such as French, German, and Spanish. These similarities aid the learner in acquisition of the new language as many of the same literacy strategies may be employed to understand written and spoken communication. When the language is similar, cognates become a very useful tool to unlock meaning and to help one remember vocabulary.

Conversely, when students encounter languages with minimal similarity to their native language, some new strategies need to be employed to understand and to be understood. American students learning Arabic, Chinese, Hindi, Japanese, Korean, Russian, Swahili, or Urdu face different language learning challenges: unfamiliar sounds, different writing systems, and new grammars. These linguistic features, which often times cannot be linked to anything the language learners know in their native language, generally extend the language acquisition process.

However, these challenges vary according to the mode of communication and should not change the focus on teaching for performance. With every language, some elements will be easier than others to learn. For example, when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking.

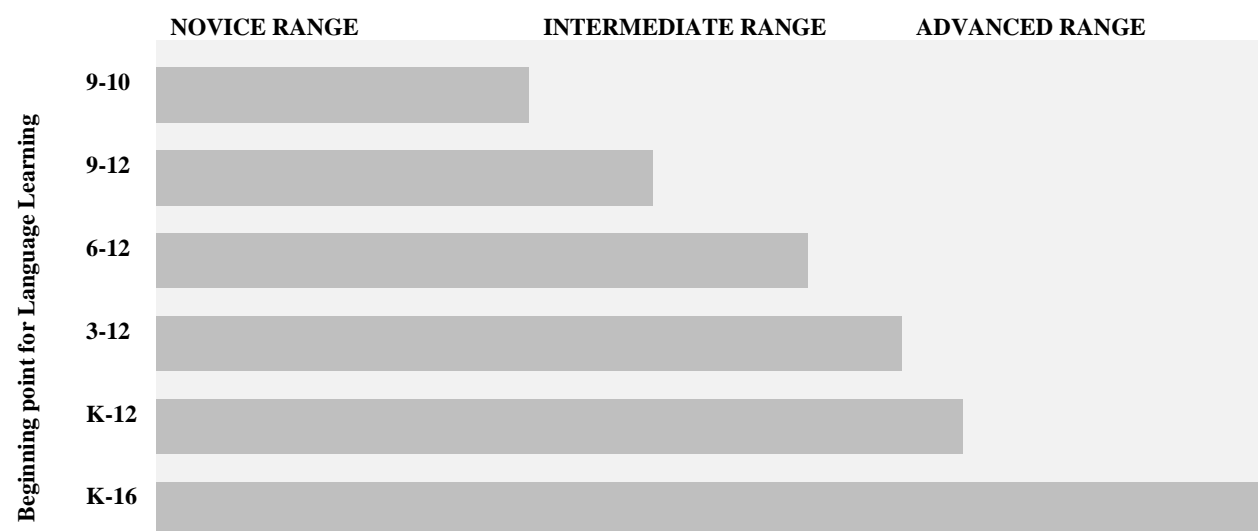
Heritage speakers of a language learn to use their heritage language through a variety of means, often through family and community interactions, sometimes more formally in an instructional setting. The modes of communication provide educators of heritage speakers with a useful analytical tool to determine an instructional emphasis. Interpersonal communication and interpretive listening tend to be strengths for many heritage speakers. At the same time, some heritage speakers may benefit from focused support in the modes of presentational writing and interpretive reading if prior language experiences were not in an instructional setting.

HOW TO USE THIS CHART

This document and chart provide guidance to educators as they reflect on their language learning curriculum and assessments. A useful approach is to compare student evidence from performance tasks and assessments to this chart in order to reflect on students' use of language. Are students performing at a level consistent with the time and effort spent? Are students "on track" to reach the expected level of performance? Alternatively, educators may read the Performance Descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program so that students reach the targeted levels of language performance.

Language learners also benefit by understanding the Performance Descriptors and the targeted expectations shown in this chart. The ranges of performance describe a pathway for learners to keep track of progress made, to identify domains needing additional practice, and to gain a clear understanding of how to move into the next higher range of performance. By collecting and reflecting on evidence of performance, language learners are able to set their own language learning targets, motivating them to improve their performance.

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



INTRODUCTION TO CLASSICAL LANGUAGE PROGRAMS

Classical Language programs involve the study of Latin and Ancient Greek, languages that are no longer a native or first language for any population. However, both languages are accessible to 21st Century students through literature and have a significant impact on learning in other disciplines, such as modern languages, art, law, government, medicine, and so on. The primary focus in Classical Language learning is the development of Interpretive Reading skills. Interpretive Listening, as well as Presentational Speaking and Writing, are ancillary skills that support language learning. These modalities are of particular value for students with different learning styles and of various ages.

Since the focus of Classical Languages is on the written and not the spoken word, the following differences appear in the way the exit proficiency expectations are written:

- Classics students will spend little time on Presentational Speaking beyond the Novice Level. While it is important that students appreciate the fact that Classical Languages were once used to communicate orally, there is little point in becoming proficient in speaking a Classical Language.

- An increased use of oral techniques appears in the Intermediate Levels in the study of poetry and oratory, where sound adds to the meaning of the literature.
- Since the primary focus is Interpretive Reading, students progress more quickly in their reading skills, and, if they continue to study the language, they will be able to read original authors such as Caesar, Vergil, Ovid, Catullus and others.

Classical Language Exit Proficiency Expectations for Ancient Greek and Latin

Level and total hours →	I or 135-150 hours	II or 270-300 hours	III or 405-450 hours	IV or 540-600 hours	V or 675-750 hours	VI or 810-900 hours
MODE & Skill ↓						
INTERPRETIVE Listening	Novice Low - Mid	Novice Mid - High	Intermediate Low-Mid			
INTERPRETIVE Reading	Novice High – Intermediate	Intermediate Low	Mid Intermediate	High Intermediate	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice High			
PRESENTATIONAL Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid - High		

The focus of proficiency-based curriculum is on day-to-day communication that accommodates learners who begin learning a language at any age. There are four different models of modern language programs offered in North Carolina, depending on the age of the beginning learner:

1. Elementary grades K-6 have language-focused and/or content-enriched FLES (Foreign Language Elementary School), also called Early Start Programs. These programs focus on developing oral proficiency and can involve reinforcing core content knowledge. Therefore, emphasis is placed on Interpersonal Skills, along with Interpretive Listening and Presentational Speaking.

Helena Curtain and Carol Ann Dahlberg, who co-wrote *Languages and Children - Making the Match: New Languages for Young Learners, Grades K-8* (2010), describe best practices for proficiency-based FLES programs. Minimally, students need to be learning a language for 90 minutes per week or having class sessions of 30-40 minutes held 3-5 times per week. There are programs that exceed 90 minutes per week, which is the reason ranges are given in the proficiency expectations chart below.

Modern Language Exit Proficiency Expectations for FLES/Early Start Programs of 90 minutes per week or more for Alphabetic and Logographic Languages

Proficiency Assessment →	End of 2 nd year of study	End of 3 rd year of study	End of 4 th year of study	End of 5 th year of study	End of 6 th year of study
MODE & Skill ↓					
INTERPRETIVE Listening	Novice Mid	Novice High	Intermediate Low		Intermediate Mid
INTERPRETIVE Reading	Novice Low-Mid	Novice Mid-High	Novice High		Intermediate Low
INTERPERSONAL Person-to-Person	Novice Mid	Novice High	Novice High- Intermediate Low	Intermediate Low	Intermediate Mid
PRESENTATIONAL Speaking	Novice Low-Mid	Novice Mid-High	Novice High- Intermediate Low	Intermediate Low	Intermediate Low-Mid
PRESENTATIONAL Writing	Novice Low-Mid	Novice Mid-High		Novice High-Intermediate Low	

2. FLES program variations that do not meet the 90 minutes per week minimum are actually foreign language exploratory or FLEX programs, which are not designed to build proficiency. K-8 FLEX programs, sometimes referred to as part of the “wheel,” potentially lay the foundation for future interest in proficiency-based language study. Exploratory programs are focused on goals, such as introducing basic vocabulary for one or more languages and teaching students about different cultures.
3. Middle School grades 6-8 have language-focused beginning and continuing programs. These programs are designed to develop all the skills necessary to articulate fully to a high school modern language program.

In June 2007, the State Board of Education took action on a policy that affected middle school language study. Middle school students in grades 6-8, beginning with the 2007-2008 school year, may earn high school graduation credit for world language courses, if the course meets the high school level standards and consists of 150 clock hours of instruction in a traditional schedule or a minimum of 135 clock hours of instruction in a block schedule. While the course(s) will count toward graduation requirements, the student GPA will be computed with courses taken during high school years. Middle schools have flexibility to offer one level over two academic years, so that students receive 0.5 credit for Part I and 0.5 credit for Part II to receive the full credit.

4. High school grades 9-12 have language-focused programs. These are intended to develop proficiency in the modern language, to articulate to college-level language courses, and to provide the credits students need to meet and exceed college entrance requirements, like the University of North Carolina system’s Minimum Admissions Requirement of two credits in the same second language or demonstration of proficiency in a language other than English.

Modern Language Exit Proficiency Expectations for Alphabetic Languages, such as Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Russian, Spanish, etc.

Level and total hours →	I or *135-150 hours	II or *270-300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810-900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
MODE & Skill ↓								
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPERSONAL Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Adv. Mid
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.

Modern Language Exit Proficiency Expectations for Logographic Languages, such as Mandarin Chinese, Japanese, etc.

Level and total hours →	I or *135-150 hours	II or *270-300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810-900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
MODE & Skill ↓								
INTERPRETIVE Listening	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Advanced Low	
INTERPRETIVE Reading	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Advanced Low	
INTERPERSONAL Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice Mid- High	Novice High- Intermediate Low		Intermediate Low-Mid		Int. Mid-High
PRESENTATIONAL Writing	Novice Low	Novice Mid	Novice Mid- High	Novice High- Intermediate Low		Intermediate Low-Mid		Int. Mid-High

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.

APPENDIX III RUBRICS

Oral Rubric A • Presentational Communication

Use the following criteria to evaluate oral assignments in which only one student is speaking.

	Content	Comprehensibility	Accuracy	Fluency
4	Complete	Comprehensible	Accurate	Fluent
	Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Listener understands all of what the speaker is trying to communicate.	Speaker uses language correctly, including grammar and word order.	Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
3	Generally complete	Usually comprehensible	Usually accurate	Moderately fluent
	Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	Listener understands most of what the speaker is trying to communicate.	Speaker usually uses language correctly, including grammar and word order.	Speaker has few problems with hesitation, pronunciation, and intonation.
2	Somewhat complete	Sometimes comprehensible	Sometimes accurate	Somewhat fluent
	Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Listener understands less than half of what the speaker is trying to communicate.	Speaker sometimes uses language correctly.	Speaker has some problems with hesitation, pronunciation, and intonation.
1	Incomplete	Seldom comprehensible	Seldom accurate	Not fluent
	Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Listener understands little of what the speaker is trying to communicate.	Speaker seldom uses language correctly.	Speaker hesitates frequently and struggles with pronunciation and intonation.

Oral Rubric B • Interpersonal Communication

Use the following criteria to evaluate oral assignments in which two or more students are speaking.

	Content	Comprehension	Comprehensibility	Accuracy	Fluency
4	Complete	Total comprehension	Comprehensible	Accurate	Fluent
	Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands all of what is said to him or her.	Listener understands all of what the speaker is trying to communicate.	Speaker uses language correctly, including grammar and word order.	Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
3	Generally complete	General comprehension	Usually comprehensible	Usually accurate	Moderately fluent
	Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands most of what is said to him or her.	Listener understands most of what the speaker is trying to communicate.	Speaker usually uses language correctly, including grammar and word order.	Speaker has few problems with hesitation, pronunciation, and intonation.
2	Somewhat complete	Moderate comprehension	Sometimes comprehensible	Sometimes accurate	Somewhat fluent
	Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands some of what is said to him or her.	Listener understands less than half of what the speaker is trying to communicate.	Speaker sometimes uses language correctly.	Speaker has some problems with hesitation, pronunciation, and intonation.
1	Incomplete	Little comprehension	Seldom comprehensible	Seldom accurate	Not fluent
	Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Speaker understands little of what is said to him or her.	Listener understands little of what the speaker is trying to communicate.	Speaker seldom uses language correctly.	Speaker hesitates frequently and struggles with pronunciation and intonation.

Writing Rubric A

Use the following criteria to evaluate written assignments.

	4	3	2	1
Content	Complete	Generally complete	Somewhat complete	Incomplete
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none of the appropriate functions and vocabulary for the topic.
Comprehensibility	Comprehensible	Usually comprehensible	Sometimes comprehensible	Seldom comprehensible
	Reader can understand all of what the writer is trying to communicate.	Reader can understand most of what the writer is trying to communicate.	Reader can understand less than half of what the writer is trying to communicate.	Reader can understand little of what the writer is trying to communicate.
Accuracy	Accurate	Usually accurate	Sometimes accurate	Seldom accurate
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, spelling, word order and punctuation correctly.	Writer has some problems with language usage.	Writer makes a significant number of errors in language usage.
Organization	Well-organized	Generally well-organized	Somewhat organized	Poorly organized
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
Effort	Excellent effort	Good effort	Moderate effort	Minimal effort
	Writer exceeds the requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignment.

Peer Editing Rubric

Chapter _____

I. Content: Look for the following elements in your partner's composition. Put a check next to each category when you finish it.

1. _____ Vocabulary Does the composition use enough new vocabulary from the chapter? Underline all the new vocabulary words you find from this chapter. What additional words do you suggest that your partner try to use?
2. _____ Organization Is the composition organized and easy to follow? Can you find an introduction and a conclusion?
3. _____ Comprehensibility Is the composition clear and easy to understand? Is there a specific part that was hard to understand? Did you understand the author's meaning? Draw a box around any sections that were particularly hard to understand.
4. _____ Target Functions and Grammar Ask your teacher what functions and grammar you should focus on for this chapter and list them below.
Focus:

II. Proofreader's checklist: Circle any errors you find in your partner's composition, so that your partner can correct his or her errors. See the chart for some examples.

incorrect form of the verb	Yo ^{como} <u>coma</u> una hamburguesa.
Adjective-noun agreement Subject-verb agreement	mi casa es <u>blanco</u> ← blanca ↑ inteligentes → Las amigas son <u>inteligente</u> . ↑ son Los perros <u>es</u> bonitos.
Spelling	Eres <u>intelligente</u> ← inteligente
Article	^{La} <u>El</u> casa es bonita.
Transition words (if they apply to chapter)	primero, después, y, o, por eso...
Accents/Punctuation	Buenos <u>días</u> ← días ¡Qué bueno <u>!</u> ← !

III. Explain your content and grammar suggestions to your partner. Answer any questions about your comments.

Peer Editor's signature: _____ Date: _____

Documentation of Group Work

Item _____ Chapter _____

Group Members: _____

Description of Item: _____

Personal Contribution: _____

Please rate your personal contribution to the group’s work.

Excellent	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

Holt Spanish 3 Assessment Program

Student's Portfolio Checklist

To the Student This form should be used to keep track of the materials you are including in your portfolio. It is important that you keep this list up-to-date so that your portfolio will be complete at the end of the assessment period. As you build your portfolio, try to include pieces of your work that demonstrate progress in your ability to speak and write in Spanish.

	Type of Item	Date Completed	Date Placed in Portfolio
Item #1			
Item #2			
Item #3			
Item #4			
Item #5			
Item #6			
Item #7			
Item #8			
Item #9			
Item #10			
Item #11			
Item #12			

Portfolio Self-Evaluation

To the Student Your portfolio consists of selections of your written and oral work. You should consider all the items in your portfolio as you evaluate your progress. Read the statements below and mark a box to the right of each statement to show how well you think your portfolio demonstrates your skills and abilities in Spanish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My portfolio contains all of the required items.				
2. My portfolio provides evidence of my progress in speaking and writing Spanish.				
The items in my portfolio demonstrate that I can communicate my ideas in Spanish.				
The items in my portfolio demonstrate accurate use of Spanish.				
The items in my portfolio show that I understand and can use a wide variety of vocabulary.				
When creating the items in my portfolio, I tried to use what I have learned in new ways.				
7. The items in my portfolio provide an accurate picture of my skills and abilities in Spanish.				

The item I like best in my portfolio is _____
because (please give at least three reasons) _____

I find my portfolio to be (check one):

☐ Excellent Good

☐ Satisfactory

☐ Unsatisfactory

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Assessment Program

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Portfolio Evaluation

To the Student I have reviewed the items in your portfolio and want to share with you my reactions to your work.

Teacher's signature: _____ Date: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your portfolio contains all the required items.				
2. Your portfolio provides evidence of your progress in speaking and writing Spanish.				
3. The items in your portfolio demonstrate that you can communicate your ideas in Spanish.				
4. The items in your portfolio demonstrate accurate use of Spanish.				
5. The items in your portfolio show that you understand and can use a wide variety of Spanish vocabulary.				
6. The items in your portfolio demonstrate that you have tried to use what you have learned in new ways. 7. The items in your portfolio provide an accurate picture of your skills and abilities in Spanish. _____				

The item I like best in your portfolio is _____
because _____

One area in which you seem to need improvement is _____

For your next portfolio collection, I would like to suggest _____

I find your portfolio to be (check one):

☐ Excellent ☐ Good ☐ Satisfactory ☐ Unsatisfactory

Name_____

Speaking Rubric

Task Completion	Minimal completion of the task; and/or responses frequently inappropriate.	Partial completion of the task; responses mostly appropriate yet undeveloped.	Completion of the task; content appropriate and adequately developed.	Superior completion of the task; responses appropriate and with elaboration.
Comprehensibility	Responses barely comprehensible.	Responses mostly comprehensible, requiring interpretation on the part of the listener.	Content comprehensible, requiring minimal interpretation on the part of the listener.	Content readily comprehensible, requiring no interpretation on the part of the listener.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.	Speech hesitation but manages to continue and complete thoughts.	Speech continuous with few pauses or stumbling..
Pronunciation	Frequently interferes with communication.	Occasionally interferes with communication.	Does not interfere with communication.	Enhances communication.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary.	Adequate and accurate use of vocabulary.	Rich use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.

Raw Score _____ / 24

24	100%	16	80.0%	8	64.0%
23.5	98.3%	15.5	79.1%	7.5	62.7%
23	96.6%	15	78.3%	7	61.2%
22.5	94.9%	14.5	77.4%	6.5	59.6%
22	93.4%	14	76.6%	6	57.9%
21.5	91.9%	13.5	75.7%	5.5	56.1%
21	90.5%	13	74.8%	5	54.3%
20.5	89.2%	12.5	73.9%	4.5	52.2%
20	88.0%	12	73.0%	4	50.1%
19.5	86.6%	11.5	72.0%	3.5	47.9%
19	85.7%	11	71.0%	3	45.5%
18.5	84.7%	10.5	70.1%	2.5	42.9%
18	83.7%	10	69.0%	2	40.3%
17.5	82.7%	9.5	67.9%	1.5	37.4%
17	81.8%	9	66.7%	1	34.5%
16.5	80.8%	8.5	65.5%	.5	31.6%

Converted % Score_____ %

FINAL GRADE_____

Writing Rubric

Name _____

Task Completion	Minimal completion of the task and/or content frequently inappropriate.	Partial completion of the task; content mostly appropriate; ideas undeveloped.	Completion of the task; content appropriate; ideas adequately developed.	Superior completion of the task; content appropriate; ideas well developed, and well organized.
Comprehensibility	Text barely comprehensible.	Text mostly comprehensible, requiring interpretation on the part of the reader.	Text comprehensible, requiring minimal interpretation on the part of the reader.	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Attempted use of complete yet repetitive sentences; no or almost no cohesive devices.	Predominate use of complete yet repetitive sentences; no or almost no cohesive devices.	Emerging use of complete sentences and some cohesive devices.	variety of complete sentences and of cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary.	Adequate and accurate use of vocabulary.	Rich use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.	Few or no errors in spelling, use of diacritical marks, punctuation and/or capitalization.

Raw Score _____ / 24

24	100%	16	80.0%	8	64.0%
23.5	98.3%	15.5	79.1%	7.5	62.7%
23	96.6%	15	78.3%	7	61.2%
22.5	94.9%	14.5	77.4%	6.5	59.6%
22	93.4%	14	76.6%	6	57.9%
21.5	91.9%	13.5	75.7%	5.5	56.1%
21	90.5%	13	74.8%	5	54.3%
20.5	89.2%	12.5	73.9%	4.5	52.2%
20	88.0%	12	73.0%	4	50.1%
19.5	86.6%	11.5	72.0%	3.5	47.9%
19	85.7%	11	71.0%	3	45.5%
18.5	84.7%	10.5	70.1%	2.5	42.9%
18	83.7%	10	69.0%	2	40.3%
17.5	82.7%	9.5	67.9%	1.5	37.4%
17	81.8%	9	66.7%	1	34.5%
16.5	80.8%	8.5	65.5%	.5	31.6%

Converted % Score _____ %

FINAL GRADE _____

ORAL PRESENTATIONS--RUBRIC LEVELS 1&2

	"4" POINTS	"3" POINTS	"2" POINTS	"1" POINT	"0" POINTS
Pronunciation	Completely comprehensible to a native speaker	Mostly comprehensible to a native speaker	Partially comprehensible to a native speaker	Nearly incomprehensible to a native speaker	Incomprehensible to a native speaker
Grammatical Structure	Minimal errors (comprehension not affected)	Occasional errors (comprehension not affected)	Errors sometimes interfere with comprehension	Errors frequently interfere with comprehension	Grammar fails to communicate structurally
Vocabulary	Uses rich and varied vocabulary	Uses a moderate variety of vocabulary and descriptors	Uses limited vocabulary (minimal variety)	Vocabulary inconsistent with course level	Unfamiliar with thematic vocabulary
Communication	Able to understand and respond appropriately all of the time	Able to understand and respond appropriately most of the time	Able to understand and respond appropriately some of the time	Frequently is unable to understand or respond appropriately	Does not understand or respond appropriately
Requirements	Meets all requirements of the assignment	Meets most of the requirements of the assignment	Meets some of the requirements of the assignment	Meets few of the requirements of the assignment	Does not meet requirements of the assignment

WRITING RUBRICS

WRITING RUBRIC A

Assignment.....
 Targeted Functions.....
 Targeted Vocabulary.....
 Targeted Grammar.....

CONTENT	You used the functions and vocabulary necessary to communicate.	(Excellent)	4	3	2	1	(Poor)
COMPRHENSIBILITY	The reader was able to understand what you were trying to communicate	(Excellent)	4	3	2	1	(Poor)
ACCURACY	You used grammar, spelling, word order, and punctuation correctly	(Excellent)	4	3	2	1	(Poor)
ORGANIZATION	Your presentation was logical and effective	(Excellent)	4	3	2	1	(Poor)
EFFORT	You put a lot of thought and effort into this assignment	(Excellent)	4	3	2	1	(Poor)

WRITING RUBRIC “B”

CONTENT	COMPLETE	GENERALLY COMPLETE	SOMEWHAT COMPLETE	INCOMPLETE
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none the appropriate functions and vocabulary for the topic.
COMPRHENSIBILITY	COMPREHENSIBLE	USUALLY COMPREHENSIBLE	SOMETIMES COMPREHENSIBLE	SELDOM COMPREHENSIBLE
	Reader can understand all of what the writer is trying to communicate	Reader can understand most of what the writer is trying to communicate	Reader can understand Less than half of what the writer is trying to communicate	Reader can understand little of what the writer is trying to communicate
ACCURACY	ACCURATE	USUALLY ACCURATE	SOMETIMES ACCURATE	SELDOM ACCURATE
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, vocabulary and functions correctly.	Writer has some problems with language usage	Writer makes significant number of errors in language usage.
ORGANIZATION	WELL-ORGANIZED	GENERALLY WELL-ORGANIZED	SOMEWHAT ORGANIZED	POORLY ORGANIZED
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
EFFORT	EXCELLENT EFFORT	GOOD EFFORT	MODERATE EFFORT	MINIMAL EFFORT
	Writer exceeds requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignment.

APPENDIX IV

READING COMPREHENSION STRATEGIES

<p style="text-align: center;">Make Connections</p> <p>What connections do I make as I read?</p> <p>Good readers notice pieces of text that relate to or remind them of:</p> <ul style="list-style-type: none"> • Their lives, past experiences, and prior knowledge • Other books, articles, movies, songs, or pieces of writing • Events, people, or issues <p>Tips:</p> <ul style="list-style-type: none"> • That reminds me of... • This made me think of... • I read another book that... • This is different from... • I remember when... 	<p style="text-align: center;">Visualize</p> <p>Good readers create pictures in their minds while they read.</p> <p>While reading, note places where you get a clear picture in your mind that helps you understand the text:</p> <ul style="list-style-type: none"> • I can picture... • I can see the... • I can visualize... • The movie in my head shows... <p>Use your senses to connect the characters, events, and ideas to clarify the picture in your head</p> <ul style="list-style-type: none"> • I can taste/hear/smell the... • I can feel the... 	<p style="text-align: center;">Ask Questions</p> <p>Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.</p> <ul style="list-style-type: none"> • Ask questions of the author, yourself, and the text: • What is the author trying to say? • What is the message of this piece? • Do I know something about the topic? • What do I think I will learn from this text? • How could this be explained to someone else? • What predictions do I have about this reading?
<p style="text-align: center;">Infer</p> <p>How do I read between the lines? When the answers are “right there”, good readers draw conclusions based on background knowledge and clues in the text.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> • I wonder why... • I wonder how... • I wonder if... <p>Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.</p>	<p style="text-align: center;">Determine Importance</p> <p>What is the big idea? So what?</p> <p>Good readers look for things that help them identify big ideas and why they are important.</p> <p>Look at text features for clues:</p> <ul style="list-style-type: none"> • Titles and heading • Bold print • Pictures and captions • Graphs and charts • Chapter objectives and questions <p>Tips:</p> <ul style="list-style-type: none"> • The big idea is... • Most important information is... • So far I’ve learned... • The author is saying... • This idea is similar to... 	<p style="text-align: center;">Synthesize</p> <p>How do I use what I’ve read to create my own ideas?</p> <p>Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.</p> <p>Synthesis is creating a single understanding from a variety of sources.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Compare and contrast what I’m reading with what I already know or other sources of information. • Think of new ways to use this information • Can connections I make across this text help me to create new generalizations or new perspectives.

Adapted from the work of Beal, Keene, and Tovani



APPENDIX V

Adopted Materials

Middle School Grades 6-8

Spanish A	Espresso! 1A, <i>Holt</i> , 2008
Spanish B	Espresso! 1B, <i>Holt</i> , 2008

High School Grades 9-12

Spanish 1	Espresso! Level 1, <i>Holt</i> , 2008
Spanish 2	Espresso! Level 2, <i>Holt</i> , 2008
Spanish 3	Espresso! Level 3, <i>Holt</i> , 2008
Spanish 4	Abriendo Paso Gramática, <i>Pearson</i> , 2007
Spanish 5	Abriendo Paso Lectura, <i>Pearson</i> , 2007 Conexiones, <i>Prentice Hall</i> , 1995
German 1	Deutsch Aktuell 1, <i>EMC/Paradigm</i> , 2008,
German 2	Deutsch Aktuell 2, <i>EMC/Paradigm</i> , 2004
German 3 & 4	Blick Mittelstufe Deutsch Lehrerhandbuch Band 1, <i>Hueber</i> , 1995
French 1	Discovering French Nouveau 1, <i>McDougal Littell</i> , 2007
French 2	Discovering French Nouveau 2, <i>McDougal Littell</i> , 2007
French 3	Discovering French Nouveau 3, <i>McDougal Littell</i> , 2007
French 4	Trésors du Temps 3, <i>Glencoe</i> , 1997
Latin I	Latin for Americans Latin I, <i>Glencoe</i> , 2007
Latin II	Latin for Americans Latin II, <i>Glencoe</i> , 2007
Arabic I & II	
Mandarin Chinese I & II	Integrated Chinese” (3 rd edition, by Yuehua Liu and Tao-chung Yao, copyright 2009,2005,1997 Cheng & Tsui Company, Inc.