

Madison Public Schools



World Languages Program

A Framework for Integrated Teaching and Learning

TABLE OF CONTENTS

Program Overview

• Introduction.....	i
• Structure of Guide.....	ii
• Intent and Acknowledgements	iii

Program Guide

• Program Components	1
• Benefits of the World Languages Program	3
• Mission Statement	5
• Philosophy	5
• Goals.....	5
• Optimum Teaching and Learning Environment	7

Units of Study and Performance Indicators/Behaviors

• Exploratory Language Program Grades 1-4	15
• Spanish Program Grades 1 & 2.....	16
• Spanish Program Grades 3 & 4.....	21

Spanish Program Grades 5 & 6

• Grade 5 Spanish.....	27
• Grade 6 Spanish.....	28
• Student Performance Indicators	29

Spanish Program Grades 7-12

• Grade 7 Spanish 1.....	37
• Grade 8 Spanish 2.....	43
• Spanish 1	61
• Spanish 2	71
• Spanish 3	85
• Spanish 4	103
• Spanish 4 Honors	114
• Spanish 5	119
• Advanced Placement Spanish 5	127
• Spanish 5 ECE.....	139
• Spanish 6 – Cinema for Spanish Conversation	145

French Program Grades 9-12

• French 1	149
• French 2	159
• French 3	171
• French 4 Honors	183
• French 5 Honors	191
• French 6	201

Mandarin Chinese Program Grades 9-12

- Mandarin Chinese 1 205
- Mandarin Chinese 2 215
- Mandarin Chinese 3 219
- Mandarin Chinese 4 227

Latin Program Grades 9-12

- Latin 1 231
- Latin 2 232
- Latin 3 234
- Latin 4 Honors 235

Benchmark Performance Assessments and Rubrics 239**Program Implementation**

- Instructional Delivery 271
- Professional Development 273
- Implementation 273
- Curriculum Planning Template 274
- Program Monitoring 275
- Indicators and Factors 276
- Internet Links for Students and Teachers 277
- Vocabulary For Grades 1- High School Level 2 280
- Works Consulted 341

Unit Topics Linked to 21st Century Skills Framework

- Spanish Grades 3 & 4 345
- Spanish Grade 5 352
- **Spanish Grade 6** 356
- Spanish 2 361
- Spanish 3 367
- **Spanish 4** 379
- French 2 381
- Mandarin Chinese 1 383

Appendices

- Appendix I 2005 Connecticut World Language Curriculum Framework 393
- Appendix II ACTFL Performance Guidelines for K-12 Learners 405
- Appendix III Standards for Classical Language Learning 413
- Appendix IV NADSFL Characteristics of Effective Foreign Language Instruction 467
- Appendix V National Standards for Foreign Language Learning in the 21st Century 469
- Appendix VI Framework for 21st Century Learning 483
- Appendix VII TPR: After forty years, still a very good idea 487

Introduction

The Madison Curriculum Management Cycle addresses the need for the continual improvement and / or updating of the schools' instructional programs through the periodic re-examination of curriculum. The process is recursive and usually occurs within a five year cycle. The full cycle includes two phases. Phase I: Evaluation / Development and Phase II: Implementation / Monitoring. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Program Implementation and Step 2: Program Monitoring.

The World Languages committee as of June 2007 has completed the first two steps of Phase I of curriculum revision. After review of the curriculum by the administrative council, the Superintendent of Schools and the Board of Education, it is anticipated that in September 2007 Phase II: Step 1: Implementation will be initiated.

The subject area committee throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle examined several resources including state and national standards and frameworks for World Language learning as well as curricular programs nationwide. The articulation of the guide's **goals and standards** across grade levels has been examined carefully and has been achieved to the satisfaction of the World Languages committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality World Languages program that is planned, ongoing, and systematic.

David J. Klein
Superintendent

Anita Rutlin
Assistant Superintendent

Structure of the Guide

The guide is organized into six (6) sections. The Overview of the Program section provides subject area direction for understanding the contents of the guide.

The Components and Framework section provides a description of the program components, as well as a description of an optimum teaching/learning environment, mission statement, philosophy, goals, and benefits of the world languages program.

The Scope and Sequence section states the scope (breadth and depth) of subject content and sequence (order of presentation) to master the subject with understanding – to acquire knowledge and skill for handling key tasks in the target language. It is the overall logic for learning: a design that is back loaded from expected performances; application of the content based on clear performance goals; and a sequence that enables learning and then proficient performing. Objectives have been identified for single grade levels and / or for courses. Objectives for learners introduced at earlier grade levels may not be restated at later grade levels, even though periodic reinforcement is necessary. The curriculum facilitates learning content incrementally, progressing by tackling increasingly complicated ideas and aspects of proficient performance.

The Program Implementation: Guidelines and Strategies section provides, in some instances, guidelines and strategies for implementing the curriculum described in the preceding sections of the guide. This section of the curriculum guide will evolve through use. In other words, teachers will incorporate illustrative lessons highlighting the standards and corresponding benchmark proficiency for the grade levels. The *Curriculum Planning Template* is used for this purpose. These lessons can be accessed on the website.

The Program Evaluation section provides guidelines and procedures for assessing the overall effectiveness of the curriculum program design. There are questions for program monitoring, descriptions of components of a high quality world languages program as well as indicators and factors.

The Program Resources and Materials section provides not only Internet links for students and teachers but also vocabulary for grade one through high school level 2, as well as a Works Consulted. The Unit Topics Linked to 21st Century Skills Framework provides examples of specific units and topics that are linked to the Framework for 21st Century Learning. This section is intended to remain current; therefore, additions and deletions should occur on an annual basis.

The Appendices follow and include references to the Connecticut Framework, ACTFL Performance Guidelines, NADSFL Characteristics of Effective Instruction, the National Standards, the Framework for 21st Century Learning, and TPR.

Intent and Acknowledgements

Intent

The World languages Curriculum identifies the essential knowledge and skills that prepare students to communicate in languages other than English, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures.

World Language Committee:

Daniel Hand High School

Jennifer Burtraw, Spanish
Karen Carrasco, Spanish
Cheryl Clark, Spanish
Elaine Gann, Spanish

Nancy Girald, Program Coordinator
John Hansen, Spanish
Kristin Mancini, Spanish
Ilena Andrich, Spanish
Ashley Caron, French
Carol Gill, French
Paula Chabot, Latin
Song Haiyan, Teacher of Critical Languages, Chinese
Paul Curran, Intern, Chinese

Walter Polson Middle School

Elizabeth Martinez, Spanish
Rosana Casais, Spanish
Lauren Howard, Spanish
Robert Johnson, Spanish
Amy Kohl, Spanish
Lisa Vegliante, French
Li Wei, Volunteer Teacher of Chinese

Robert Brown Middle School

Sara Benedetto, Spanish
Robert Condon, Spanish
Katherine Cruise, Spanish
Emily Peel, Spanish
Li Wei, Volunteer Teacher of Chinese

Island Avenue School

Robert Condon, Spanish

J. Milton Jeffrey School

Elizabeth Martinez, Spanish
Emily Peel, Spanish

Kathryn Ryerson School

Sara Benedetto, Spanish

Program Guide

Program Components and Framework Descriptions

Curriculum guides developed for the Madison Public Schools will include the following components:

Learning Environment

The learning environment statement addresses the ambiance in which the students work. It is an environment which encourages active participation in listening, viewing, speaking, reading and writing in **the target language. It describes the world language classroom/language lab where the student's engagement, understanding, and proficiency are nurtured.**

Philosophy

An effective curriculum design needs to incorporate a philosophy, i.e., a statement of beliefs. The philosophy reflects national trends based on research and effective practice. It also incorporates the school district's beliefs regarding the content area. Research studies, curriculum frameworks, and assessment are referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for the 21st century.

Goals

Goals address what students should know and be able to do after experiencing a quality curriculum in grades 1-12. Connecticut's Common Core of Learning states that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals which are established for World Languages explain those given competencies.

Enduring Understandings

Understandings are characterized as

- statements that summarize insights that students are expected to take away.
- inferences that students must draw, realize, or grasp, based on learning.
- insights that link facts and skills to "big ideas" in meaningful ways that related to the "real world".

Essential Questions

Essential questions point to and highlight the big ideas. They serve as doorways through which learners explore the key concepts, themes, theories, issues, and problems that reside within the content. Essential questions push learners to the heart of things—the essence.

Standards, Objectives, and Benchmarks

The standards with objectives at each grade level, once mastered, empower the student to move towards attainment of the stated goals. Benchmarks are identified with classroom activities and / or student performances and will correspond with the standards and objectives and serve as ongoing assessments.

Program Implementation

The implementation section will be dynamic. As teachers utilize the curriculum by implementing the thematic units and learning activities, they will be asked to submit additional lesson plans which are aligned or illustrative of the standards and objectives previously agreed upon during the curriculum development process.

Program Evaluation

Program Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the students are progressively gaining proficiency in the target language. Performance behaviors are referenced in order to determine **students' proficiency**.

Resources and Materials

The Resources and Materials section provides teachers with Internet Links and Vocabulary for grade one through high school level 2 for the world languages.

Appendices

The appendices contain other reference materials to assist the teachers in the implementation of the curriculum and to assist students in learning the target language.

PROGRAM FRAMEWORK

BENEFITS OF THE WORLD LANGUAGES PROGRAM

" American students must master critical need foreign language skills for our nation to remain competitive and continue the progress in securing our nation."

[U.S. Department of Education Fact Sheet, January 5, 2006]

The philosophy behind the teaching of world languages in our schools has changed considerably in the post 9-11 world. No longer an elective reserved for the academically talented student, world languages study has become a national priority affecting all students at all stages of development.

The U.S. Department of Education Fact Sheet on *Teaching Language for National Security and Global Competitiveness* states:

"An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared. Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hamstrings our capacity to work with people and governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making effective contacts and adding new markets overseas."

The Madison Public Schools curriculum blueprint for World Languages includes instruction in:

- Commonly taught European languages
- Critical need foreign languages
- Classical languages

European Languages in the Madison Program

Traditional world languages programs include instruction in one or more of the commonly taught European languages. Spanish is the foundation of the world language program in the Madison Public Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and in the Philippines. In addition, over 22 million people of Latin American and Spanish decent live in the United States. French is spoken by over 162 million people in 35 countries in Europe and Africa, in many areas of North America, and in every other region of the world. The working language of the United Nations and the European Union, French is second to English in Europe, the second language of the Internet, and also the second language of many non-English-speaking areas of the world. It is estimated that 60% of our everyday vocabulary comes from French.

Spanish and French serve as vital links to our European cultural heritage. Both have solid ties to the history and culture of the United States and can be seen in our daily lives in a vast array of products and media. They are branches of the same Indo-European language family as English, have Latin as their common root, and are used widely in world trade and commerce.

Critical Need Languages in the Madison Program

Mandarin Chinese is spoken in China, where one-fifth of the world's population lives, in neighboring Asian countries, and by more people than any other language in the world. According to the fact sheet cited above,

"More than 200 million children in China are studying English, a compulsory subject for all Chinese primary school students. By comparison, only about 24,000 of approximately 54 million elementary and secondary school children in the United States are studying Chinese."

The importance of Chinese to the community of Madison is rapidly increasing. The demand for professionals who can function in Chinese is growing: China accounts for 1/3 of global economic **growth in recent years. China's trade with the US exceeded \$245 billion in 2004, third only to** Canada, where English and French are spoken, and Mexico, where Spanish is spoken. After two years of offerings in Exploratory Chinese Language and Culture touching students at all levels, Madison is now offering Mandarin Chinese as an academic elective at the high school.

Classical Languages in the Madison Program

There are approximately 500,000 Latin students in the USA today. The classical language component of our program constitutes an important option for many Madison Public School students who are choosing another language to learn. Interest in Greco-Roman culture is nurtured by the study of Latin. Additionally, the study of Latin can be an important tool in improving language skills in English and in learning other languages. The study of works by great Roman authors helps to acquaint our **students with our society's intellectual and literary roots.** Learning a classical language involves the same skills as learning modern languages, but the prioritizing skills differs markedly. Reading is the primary objective, supported by limited skills in listening, speaking, and writing. Grammar as an aid to better communication is a frequent focus of our Latin program.

The Latin component of the Madison program provides a useful base for learning how many European languages work. Approximately 70 percent of the vocabulary of formal English and 90 percent of the vocabulary of Romance Languages are based on Latin. Students increase their English vocabulary in a systematic manner through prefixes, suffixes, and roots. In addition, many students who study Latin in the program are studying to become proficient in one of the modern languages. Such students develop a powerful array of communicative competencies and access to information and ideas.

Other languages are offered on a special programs basis such as the language and culture program at Yale, linking schools through language and technology.

Sources for statistics in this section:

- Standards for Foreign Language Learning in the 21st Century
- Teaching Language for National Security and Global Competitiveness: U.S. Department of Education Fact Sheet
[January 5, 2006]
- Creating a Chinese Language Program in Your School [Asia Society]
www.factmonster.com
<http://www.ed.gov/news/pressreleases/2006/01/01052006.html>
- Briefing by Dina Powell, Assistant Secretary of State for Education and Cultural Affairs and Barry Lowenkron, Assistant Secretary of State for Democracy, Human Rights and Labor

MISSION STATEMENT

All students have the potential to communicate effectively in another language and to develop cultural understanding. It is our job to help each student attain his/her personal best proficiency level in another language.

PHILOSOPHY

As members of the Madison Public Schools World Languages Department, we believe all students have the potential for proficiency in another language. Our primary purpose is to give students the tools necessary to develop cultural understanding and to communicate effectively in another language at home and across cultures. Through the study of another language and the communities who share this language, our students are encouraged to recognize that we live in a global society where an awareness of differences in attitudes and perspectives is a necessity for the success of humankind. Study of another language encourages critical thinking skills at various levels, including:

- connecting what they are learning in the world language classroom to other disciplines;
- comparing and contrasting language, cultures, perspectives, products, and practices of other cultures and communities with our own;
- and, examining, analyzing, and synthesizing information in another language.

We can best accomplish our mission by starting our world languages program at the earliest point possible in the early elementary grades and to use teaching and learning strategies that encourage success and development in the five essential areas of world languages learning: Communication, Cultures, Connections, Comparisons, and Communities. Our final hope is that our students continue to nurture their language skills and cultural understanding throughout their lives, whether for enjoyment or work, and most importantly in order to be astute, participating members of a global society in the 21st century.

PROGRAM GOALS

To meet the challenge of living in a global society, Madison Public Schools provides a language program that strives to develop students who can communicate effectively and with appropriate cultural sensitivity in at least one other language besides their native language. Additionally, we must cultivate 21st century skills so our students become astute, participating members of a global society if our country is to continue its leadership role and flourish.

The World Languages program design is based primarily on the 2005 Connecticut World Language Curriculum Framework, the National Standards for Foreign Language Learning in the 21st Century, the *Framework for 21st Century Learning*, and the *ACTFL Performance Guidelines for K-12 Learners*. These documents help us as we continually revisit our blueprint for the progressive development of essential concepts and skills in our World Languages program, Grades 1– 12.

Upon their completion of world languages study in the Madison Public Schools, students will:

- Communicate effectively in at least one other language
- Understand what others are communicating in another language
- Present information, concepts, and ideas in another language in a way that is understood
- Understand the cultures who share another language in order to communicate effectively and function appropriately in another culture
- Use the understanding of another language and culture to reinforce and expand knowledge of other disciplines and vice versa
- Use the understanding of another language and culture to deepen understanding of that language and culture and to access and use information that would otherwise be unavailable
- Demonstrate an understanding of the similarities, differences, and interactions across languages and cultures
- Use knowledge of language and culture to enrich **one's** life and broaden opportunities

Additionally, students will exhibit global awareness by engaging in these 21st century skills on a regular basis:

- | | |
|---|--|
| <ul style="list-style-type: none">• critical thinking and problem-solving skills• creativity and innovation skills• collaboration skills• contextual learning skills• information and media literacy skills• communications technology literacy• leadership and people skills | <ul style="list-style-type: none">• ethics• accountability• adaptability• personal productivity and responsibility• self-direction• social responsibility• 21st century assessments |
|---|--|

OPTIMUM TEACHING AND LEARNING ENVIRONMENT

As the philosophy behind the teaching of world languages has changed over the past decades, so too has world language curriculum and methodology in general. The World Languages Program in Madison Public Schools is living and ever-changing. As new, engaging, and effective strategies are discovered, informal sharing occurs among our world language teachers. We now take an eclectic approach to teaching and learning by mixing a variety of strategies on a daily basis. Our classrooms are much more interactive and creative than they were several years ago, since the focus has evolved from teacher-centered instruction to student-centered instruction at all levels of study. We are constantly looking for new activities that will actively engage our students so they can grow in their world language skills. Although we still often ask students *What do you know?* we regularly assess what students *are able to do* with the information, materials, and skills they have been practicing.

Some of the strategies used throughout the Madison Public Schools world languages program are based on the *natural approach* described in the works published by Steven Krashen¹ and Tracy Terrell. Acquiring language in natural, communicative situations, as we did learning our first language, helps our students develop proficiency in communicative skills. The natural approach is a precept of **Krashen's** theory of *language acquisition* in engaging, real-life situations as opposed to the traditional *language learning* theory which is based on rules and a conscious use of grammar. However, as students develop communicative proficiency over the years, rules and grammar do become part of the menu of learning strategies, especially as they progress to more advanced authentic readings, recordings, and viewing in class. Keeping the *affective filter* low in the world language classroom will boost student self-confidence and achievement according to Krashen. Our world languages teachers strive to create an environment where students are comfortable to participate and take risks with the language in an effort to become competent communicators verbally and in writing. Another Krashen theory deals with *comprehensible input*, where students spend a large amount of time listening, reading, and reacting to teacher input. This strategy strengthens accuracy and language production, and is used in conjunction with *TPR [Total Physical Response]* in the earlier stages of language learning.

World languages teachers in the elementary and middle schools as well as those teaching the introductory courses in the high school have integrated TPR into their teaching strategies. James Asher² is the researcher whose TPR strategies are based on listening to commands and observing and imitating teacher actions associated with them. As time progresses, this kinesthetic response to comprehensible input becomes automatic for the student. Eventually, the student will be able to create and respond aloud to commands and familiar situations without the aid of the teacher. TPRS strategies [Teaching

Proficiency through Reading and Storytelling] take this method to the next level. This method is based upon comprehensible input via storytelling by the teacher, then by group reading. Our students are exposed to a variety of readings in the target language which are appropriate to their level of development. Teachers present new material, using either gestures and/or quick translation to convey meaning then, use a questioning technique called *circling* where vocabulary and structure goals for the lesson are repeated and rephrased in a series of ten or more questions. Blaine Ray³ has been instrumental in developing and perfecting the TPRS strategies.

Two of the four pillars of NCLB [No Child Left Behind] legislation have asked educators to be accountable for student achievement and proficiency and to use proven and effective methods in their teaching. Even **before this legislation was ratified in 2002, Howard Gardner's**⁴ research on *multiple intelligences* has had an impact in the development of our world languages curriculum. Our premise that all children have the ability to learn a world language is based on this theory. When planning our lessons and strategies, Madison world languages teachers should focus on eight different intelligences that help each child assimilate information and develop proficiency in language:

- *Linguistic intelligence*
- *Logical-mathematical intelligence*
- *Musical intelligence*
- *Bodily-kinesthetic intelligence*
- *Spatial intelligence*
- *Interpersonal intelligence*
- *Intrapersonal intelligence*
- *Naturalist intelligence*

Keeping these multiple intelligences in mind, we understand that we must also give our students the skills to survive and prosper in an ever-changing, global society. According to the Mission Statement of the *Framework for 21st Century Skills*,

"Every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills."

The Madison World Languages program has embraced the vision embodied in the *Framework for 21st Century Skills*. Teachers have already begun to link these skills by designing authentic situations and assessments **in our unit planning process, and will continue to do so as we revisit our "living, ever-changing" curriculum.**

The Madison World Languages Program is driven by the goal to develop competent communicators in another language who understand other cultures. The *ACTFL [American Council for the Teaching of*

Foreign Languages] Proficiency Guidelines and our *State and National Standards and Frameworks* have helped us in creating authentic activities and assessments. Both sets of standards are built around five major goals: Communication, Cultures, Connections, Comparisons, and Communities. Because of the valuable information contained in these guides, we have tools to help determine the level of competency of our students as they work their way to an acceptable proficiency level. We have also consistently referred to the *ACTFL Performance Guidelines for K-12 Learners*, which describes language performance goals at three levels of communicative development: *Novice*, *Intermediate*, and *Pre-Advanced Learner Ranges*. Each level has a set of criteria to help educators determine student proficiency:

How well are they understood?; How well do they understand?; How accurate is their language?; How extensive and accurate is their vocabulary?; How do they maintain communication?; How is their cultural understanding reflected in their communication?

We use all of this information as we work to create student performance indicators at each level. Additionally, the *National Association of District Supervisors of Foreign Languages* [NADSFL] list of *Characteristics of Effective Foreign Language Teaching* articulates **our belief in the 5 C's of Foreign Language Learning as stated above.** These characteristics also reflect "the importance of language learning strategies, diverse learning styles, the use of authentic cultural documents, and the use of technology as an instructional tool". More about the impact of these documents in our program is discussed in the previous section, **Program Goals**, and copies of all of these documents are found in the Appendix of this program guide.

Future Direction of the World Languages Program

As we continually strive to nurture communicative and cultural proficiency in our students, we realize that there are areas that need further development for the future success of our program. They include:

- *Increased frequency of elementary world languages instruction*
- *Continued teacher training in differentiating instruction*
- *A contiguous 180-day course for all Spanish 3 and French 3 high school world languages students*
- *Design and implement a common proficiency-based assessment for all students in the third year high school world languages courses*
- *Content-based instruction in the early years*
- *Content-based electives at the high school*
- *Scheduling of trimesters 1 and 2 or 2 and 3 for all world languages offerings in the high school trimester schedule*
- *Continued development of 21st Century Skills in our courses and assessments*

References for the Optimum Teaching and Learning Environment section:

¹Krashen, Steven. Second Language Acquisition and Second Language Learning. New York. Prentice Hall. 1981.

This work is available on-line at <http://www.sdkrashen.com/>

Krashen, Stephen D. and Tracy D. Terrell. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press. 1983.

²Asher, James T. Learning Another Language Through Actions, Sixth Edition. Los Gatos, CA. Sky Oaks Publishing. 2003.

³Ray and Seely. Fluency Through TPR Storytelling: Achieving Real Language Acquisition in School Fourth Edition. CA. Command Performance Language Institute. 2004.

<http://www.susangrosstprs.com/articles/>

4 Gardner, Howard. Frames of Mind. The theory of multiple intelligences. New York. Basic Books. 1993.

<http://www.ed.gov/nclb/overview/intro/4pillars.html>

<http://www.21stcenturyskills.org>

<http://www.nadsfl.org/characteristics.htm>

**Units of Study
and
Performance Indicators/ Behaviors**

Spanish Program

Grades 1 - 4

MADISON PUBLIC SCHOOLS
EXPLORATORY WORLD LANGUAGES PROGRAM IN GRADES 1 THROUGH 4



MISSION STATEMENT

For the first through fourth grade introductory language program, meeting once a week for 40 minutes, our mission is:

To transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own.

GOALS:

1. To develop an interest in another language for future language study.
2. To learn basic words and phrases in another language.
3. To develop careful listening skills.
4. To respond and react to commands, questions, and verbal descriptions.
5. To compare and contrast sounds and cultural experiences in songs, chants, and rhymes and in the target language.
6. To provide a stress-free learning environment where language exploration is encouraged and enjoyed.

The following themes will be introduced and re-cycled during Grades 1 through 4:

- Basic Greetings, Farewells, and Courtesies
- Colors and Other Descriptions
- Numbers (0-12) Grades 1&2; [0-39] Grades 3&4
- Days, Months, Calendar
- Weather
- Basic TPR [Total Physical Response] actions and commands
- Basic Clothing
- Body and Health
- Home and Family
- Animals/Pets/Nature
- Food
- Culture [e.g.: through music, songs, chants, and embedded culture **without the use of English**]

Resources for the Elementary Spanish Program:

- ❖ *Hola Niños* - TPRS Program
- ❖ TPRS Words Lists
- ❖ Authentic Songs, Chants, Rhymes
- ❖ Teacher-Generated Materials
- ❖ Proposed: Syntalk programs A & B

**MADISON ELEMENTARY SCHOOLS
GRADE 1 AND 2 SPANISH EXPLORATORY PROGRAM**

*Enduring Understanding for the elementary program
PEOPLE EXPRESS THEMSELVES IN DIFFERENT WAYS*

SPANISH GRADES 1 & 2:
Enduring Understanding

WE CAN SEE EVIDENCE OF OTHER CULTURES IN OUR HOMES AND IN OUR COMMUNITY

Essential Questions for this program:

- | | |
|-----------------------|---|
| <i>Communication:</i> | <i>How do I identify people and things in another language?</i> |
| <i>Cultures:</i> | <i>What languages do people speak in Madison?</i> |
| <i>Connections:</i> | <i>Which animals live at home with families?</i> |
| <i>Comparisons:</i> | <i>What are families like?</i> |
| <i>Communities:</i> | <i>Where do I see or hear another language spoken in or around Madison?</i> |

**STUDENT PERFORMANCE INDICATORS
MADISON ELEMENTARY SCHOOLS
GRADES 1 & 2 SPANISH**

COMMUNICATION

Communicate in Languages Other Than English

Interpersonal

Content Standard 1:

How do I use another language to communicate with others?

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Beginning/ Emerging

Respond appropriately to greetings and farewells;

Express lack of understanding or need for repetition;

Answer questions about general health

Developing/ Advancing

Exchange greetings and farewells; introduce self;

Respond to simple yes/no and either/or questions; Ask and answer information about general health

<p>Interpretive</p> <p>Content Standard 2:</p> <p><i>How do I understand what others are trying to communicate in another language?</i></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p>Beginning/ Emerging React with gestures or drawings to verbal cues and commands</p> <p>Developing/ Advancing React by responding aloud</p>
<p>Presentational</p> <p>Content Standard 3:</p> <p><i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p>Beginning/ Emerging Sing or chant aloud as part of a group</p> <p>Developing/ Advancing Sing or chant alone</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p> <p>Content Standard 4:</p> <p><i>How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</p> <p>Beginning/ Emerging Participate in teacher-directed age-appropriate songs, poems, and chants; Recognize appropriate gestures and oral greetings and farewells; Identify music, art, poetry or proverbs from other cultures</p> <p>Developing/ Advancing Participate in age-appropriate songs, poems, and chants without direction; Use appropriate gestures and oral greetings and farewells; Demonstrate an understanding music, art, poetry or proverbs by reacting via drawings or gestures</p>	

CONNECTIONS	
Connect with Other Disciplines and Acquire Information	
<p>Interdisciplinary</p> <p>Content Standard 5:</p> <p><i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i></p> <p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Beginning/ Emerging Identify animals that live at home; Count from 0-12</p> <p>Developing/ Advancing Describe animals that live at home; Identify 0-12 out of order</p>
<p>Intradisciplinary</p> <p>Content Standard 6:</p> <p><i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p>Beginning/ Emerging Experience age-appropriate material written for native speakers</p> <p>Developing/ Advancing React to material written for native speakers</p>
COMPARISONS	
Develop Insight into the Nature of Language and Culture	
<p>Content Standard 7:</p> <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p>Beginning/ Emerging Recognize cognates; Show an awareness of the use of formal and informal language; Report differences and similarities between the sound and writing systems of their own language and the target language</p> <p>Developing/ Advancing Cite examples of words borrowed from the target language; Use formal language in some common situations; Use the appropriate pronunciation of sounds unique to the target language</p>

<p>Content Standard 8:</p> <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p>Beginning/ Emerging Demonstrate an awareness that gestures are an important part of communication; Compare and contrast tangible products, such as toys or food, from Hispanic countries and their own</p> <p>Developing/ Advancing Compare simple patterns of behavior or interaction in various cultures and their own Compare and contrast intangible products, such as fairytales and songs, from México or Costa Rica and their own</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p>	
<p>Content Standard 9:</p> <p><i>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</i></p> <p>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p>Beginning/ Emerging Identify where Spanish can be seen or heard; Write and illustrate stories; Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment; Read picture storybooks in Spanish</p> <p>Developing/ Advancing Bring in products from México or Costa Rica for class observation and discussion; Share original stories with the class; Attend cultural events or social activities or view them in the media; Visit websites in Spanish or about the cultures studied</p>

**MADISON ELEMENTARY SCHOOLS
GRADE 3 AND 4 SPANISH PROGRAM**

*Enduring Understanding for the elementary program
PEOPLE EXPRESS THEMSELVES IN DIFFERENT WAYS*

SPANISH GRADES 3 & 4

Enduring Understanding

WE CAN SEE EVIDENCE OF OTHER CULTURES IN AND OUTSIDE OF CONNECTICUT

Essential Questions for this program:

- | | |
|-----------------------|--|
| <i>Communication:</i> | <i>Who am I and who are my neighbors?</i> |
| <i>Cultures:</i> | <i>Where do Hispanic people live in Connecticut and where do they come from?</i> |
| <i>Connections:</i> | <i>Which animals live outdoors in Connecticut?</i> |
| <i>Comparisons:</i> | <i>When do people wear masks or costumes?</i> |
| <i>Communities:</i> | <i>Where do I see or hear another language spoken when I travel?</i> |

**STUDENT PERFORMANCE INDICATORS
MADISON ELEMENTARY SCHOOLS
GRADES 3 & 4 SPANISH**

COMMUNICATION

Communicate in Languages Other Than English

Interpersonal

Content Standard 1:

How do I use another language to communicate with others?

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Beginning/ Emerging

Respond appropriately to greetings and farewells;

Express lack of understanding or need for repetition;

Express feelings and general health;

Express likes and dislikes

Developing/ Advancing

Exchange greetings and farewells; introduce self;

Respond to simple yes/no and either/or questions;

Exchange information about health and feelings;

Share likes and dislikes with each other.

<p>Interpretive</p> <p>Content Standard 2: <i>How do I understand what others are trying to communicate in another language?</i></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p>Beginning/ Emerging React with gestures or drawings to verbal cues and commands; React with gestures or drawings to stories and descriptions;</p> <p>Developing/ Advancing React by responding aloud or in writing; Identify main ideas and characters in stories and descriptions</p>
<p>Presentational</p> <p>Content Standard 3: <i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p>Beginning/ Emerging Illustrate or dramatize stories; Give key words as a description; Sing or read aloud as part of a group</p> <p>Developing/ Advancing Tell or retell a story; Describe in short phrases; Sing or read to others</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p>	
<p>Content Standard 4: <i>How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</p>	<p>Beginning/ Emerging Participate in age-appropriate songs and celebrations from Hispanic countries; Recognize and use appropriate gestures and oral greetings and farewells; Recognize situations when formal or informal is to be used; Identify symbols of Hispanic countries, such as toys, dress or foods; Identify music, art, poetry or proverbs of Hispanic countries</p> <p>Developing/ Advancing Identify cultural inferences in songs and celebrations; Use appropriate gestures and oral expressions for common classroom interactions; Explain the difference between formal and informal situations; Create original products, for example, masks, based on those of Hispanic countries; Demonstrate an understanding art by reacting via drawings or gestures</p>

CONNECTIONS	
Connect with Other Disciplines and Acquire Information	
<p>Interdisciplinary</p> <p>Content Standard 5: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i></p> <p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Beginning/ Emerging</p> <p>Identify maps of Hispanic countries; Describe the weather in different seasons; Identify animals and insects; Count in Spanish from 0-100; Identify the planets that correspond with the days of the week</p> <p>Developing/ Advancing</p> <p>Locate geographical highlights and neighboring countries on a map of the Hispanic world; Describe the weather in Hispanic countries; Identify animals indigenous to selected Hispanic countries; Recognize differences in the monetary systems; Identify all the planets</p>
<p>Intradisciplinary</p> <p>Content Standard 6: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p>Beginning/ Emerging</p> <p>Experience age-appropriate authentic magazines and books written for children</p> <p>Developing/ Advancing</p> <p>React to material written for Children whose first language is Spanish</p>
COMPARISONS	
Develop Insight into the Nature of Language and Culture	
<p>Content Standard 7: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p>	<p>Beginning/ Emerging</p> <p>Recognize cognates; Show an awareness of the use of formal and informal language; Report differences and similarities between the sound and writing systems of their own language and the target language</p>

<p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p>Developing/ Advancing Cite examples of words borrowed from the target language; Use formal language in some common situations; Use the appropriate pronunciation of sounds unique to the target language</p>
<p>Content Standard 8: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p>Beginning/ Emerging Demonstrate an awareness that gestures are an important part of communication; Compare and contrast tangible products, such as toys or food, of the target cultures and their own</p> <p>Developing/ Advancing Compare simple patterns of behavior or interaction in various cultures and their own Compare and contrast intangible products, such as fairytales and songs, from the target cultures and their own</p>
<p>COMMUNITIES Participate in Multilingual Communities at Home & Around the World</p> <p>Content Standard 9: <i>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</i></p> <p>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p>Beginning/ Emerging Identify where Spanish can be seen or heard, for example in Clinton, Middletown, or New Haven; Write and illustrate stories; Use media in Spanish or about Hispanic cultures, such as CD's, CD-Roms, periodicals, and DVD's for enjoyment; Read picture storybooks in Spanish</p> <p>Developing/ Advancing Bring in products from the Hispanic world or with information in Spanish for class observation and discussion, for example, electric bills, grocery labels from boxes and cans, or directions; Share original stories with the class; Attend cultural events or social activities or view them in the media; Visit websites that report weather or time in Spanish or about Hispanic countries</p>

Spanish Program

Grades 5 - 6

GRADE 5 SPANISH

Enduring Understanding
EXPERIENCES AT HOME AND SCHOOL INFLUENCE MY LIFE

Essential Questions for the year:

- Communication:* What is my day like at school?
- Cultures:* What is life like for a young person in Puerto Rico?
- Connections:* Where is Puerto Rico located and what are some important geographical and weather characteristics of this area?
- Comparisons:* How do my activities compare with those of a middle school student in Puerto Rico?
- Communities:* How can I share what I learned about Puerto Rico with others at home?

THEMES	GUIDING QUESTIONS
WE ALL LIVE SOMEWHERE	Where do you live? What is your house like? What would your house look like if you lived in Puerto Rico?
ALL CHILDREN LEARN	Where do you learn? What is school for? What do you do in school? What do you not do in school? What would school look be like if you lived in Puerto Rico?
CULTURAL CONNECTIONS FOR THE YEAR: STUDENTS WILL FOCUS ON LIFE IN PUERTO RICO AS WELL AS HERE IN MADISON FESTIVALS: 3 REYES MAGOS; CARNAVAL CULTURE : LOS TAINOS CONNECTIONS: GEOGRAFIA ; CIENCIAS [EL YUNQUE RAINFOREST] ; CURRENCIES AND MEASUREMENTS	
RESOURCES <ul style="list-style-type: none"> ❖ <i>jCuéntame!</i> [1-7] TPRS program ❖ TPRS Words Lists ❖ Authentic Songs, Chants, Rhymes ❖ Spanish language CDs and Videos ❖ Teacher-Generated Materials ❖ Proposed: <u>Syntalk</u> program C 	

GRADE 6 SPANISH*Enduring Understanding***ALL PEOPLE HAVE FREE TIME: HOW THEY USE IT DEPENDS ON WHERE AND HOW THEY LIVE***Essential Questions for the year:**Communication:**What do I do in my free time?**Cultures:**What is life like living in Oaxaca, Mexico?**Connections:**Where is Oaxaca located and why is it famous?**Comparisons:**How is life in Oaxaca similar to and different from where I live?**Communities:**How can I share what I have learned about Oaxaca**and how can I learn more about other places in Mexico?*

THEMES	GUIDING QUESTIONS
WE ALL NEED DOWN TIME	What is free time for? What do you do in your free time?
TRAVEL IS IN EVERYONE'S LIFE	What do you do when you travel?
CULTURAL CONNECTION FOR THE YEAR:	
STUDENTS WILL FOCUS ON LIFE IN MEXICO FESTIVALS: DÍA DE LOS MUERTOS, EL DÍA DE LA INDEPENDENCIA, LAS POSADAS CONNECTIONS: GEOGRAFÍA	
RESOURCES ♦ <i>JCuéntame!</i> [8-15+] TPRS program ♦ TPRS Words Lists ♦ Authentic Songs, Chants, Rhymes ♦ Spanish language CDs and Videos ♦ Teacher-Generated Materials ♦ Proposed: <u>Symtalk</u> program C	

**STUDENT PERFORMANCE INDICATORS
MADISON ELEMENTARY SCHOOLS
GRADES 5 & 6 SPANISH**

COMMUNICATION
Communicate in Languages Other Than English

Interpersonal

Content Standard 1:

How do I use another language to communicate with others?

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Beginning/ Emerging

Respond to greetings and farewells and frequent questions;
Follow simple instructions through actions;
Express information about general health and emotions;
Express likes and dislikes using visual cues;
Describe self, others, and objects by listing characteristics

Developing

Exchange names, greetings, and farewells, using appropriate cultural gestures;
Give and follow simple instructions through actions and by participating in games;
Exchange information about general health and emotions;
Exchange information about likes and dislikes of foods, activities, and various people using visual cues;
Exchange descriptions of self, others, objects, and activities

Advancing

Exchange essential information such as addresses and telephone numbers and common classroom interactions;
Give and follow instructions with partners during classroom activities;
Exchange and discuss information about general health and emotions;
Exchange information about likes and dislikes of foods, activities, and various people;
Exchange detailed descriptions of activities at home and at school

<p>Interpretive</p> <p>Content Standard 2:</p> <p><i>How do I understand what others are trying to communicate in another language?</i></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p>Beginning/ Emerging</p> <p>React with gestures or drawings to verbal or written descriptions;</p> <p>Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures;</p> <p>Show limited comprehension to simple questions and statements about a verbal or written story or conversation</p> <p>Developing</p> <p>Identify people or objects described in verbal or written descriptions;</p> <p>Express an understanding of the main idea of a verbal or written story or conversation;</p> <p>Respond appropriately to simple yes/no, either/or questions and statements about a verbal or written story or conversation</p> <p>Advancing</p> <p>Identify qualities of the people or objects described in verbal or written descriptions;</p> <p>Discuss the main idea of a verbal or written story or conversation with the teacher;</p> <p>Respond appropriately to short-answer questions about a verbal or written story or conversation</p>
<p>Presentational</p> <p>Content Standard 3:</p> <p><i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p>Beginning/ Emerging</p> <p>Convey meaning through gestures or through listing information;</p> <p>Prepare illustrated stories and share as part of a group;</p> <p>Recite or dramatize songs, short anecdotes or poems;</p> <p>Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studied</p> <p>Developing</p> <p>Give simple presentations about self, family and friends, and familiar objects or activities;</p> <p>Prepare illustrated stories and share with an audience such as the class;</p> <p>Retell stories orally or in writing;</p> <p>Create a list of items necessary or activities that might take place in daily life in the culture studied</p>

	<p>Advancing</p> <p>Exchange this information about self, family and friends, and familiar objects with others, in and outside of the class; Prepare and share stories with a partner; Tell stories based on experiences or memory orally or in writing; Use this list to create a scenario for a story about the daily life of someone who lives in the culture studied</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p> <p>Content Standard 4: <i>How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</p>	<p>Beginning/ Emerging</p> <p>Observe simple patterns of behavior in various settings; Recognize and identify appropriate gestures and oral expressions for daily interactions; Observe and identify products and symbols of the culture studied, such as flags, important sites, toys, dress, and dwellings; Experience songs, artwork, or children's literature from the cultures studied</p> <p>Developing</p> <p>Identify simple patterns of behavior in various settings, such as mealtimes and school life; Use appropriate gestures and oral expressions when engaged in daily interactions with teacher; Identify and describe these cultural products and symbols; Identify or create different types of artwork similar to those enjoyed or made by peer groups in the cultures studied</p> <p>Advancing</p> <p>Discuss simple patterns of behavior in these settings; Use appropriate gestures and oral expressions when engaged in daily interactions with classmates; Explain the meaning of cultural symbols and selected products; Recognize simple themes, ideas, or perspectives of the culture studied when experiencing art, songs or literature</p>

CONNECTIONS Connect with Other Disciplines and Acquire Information	
<p>Interdisciplinary</p> <p>Content Standard 5: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i></p> <p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Beginning/ Emerging Use simple information learned in other subjects, such as numbers, colors, or structural terms such as noun and verb, when studying a world language; Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects; Identify countries where the target language is spoken</p> <p>Developing Perform simple math problems in the language studied or identify nouns and verbs in sentences; Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects; Locate these countries on a map and identify major geographical highlights</p> <p>Advancing Make simple conversions [for example: Temperatures, Weights and Measures]; Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects; Expand on geography, weather, and nature common to the areas being studied</p>
<p>Intradisciplinary</p> <p>Content Standard 6: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p>Beginning/ Emerging Recognize various sources of information available in the language studied, such as newspapers, magazines, websites, and TV</p> <p>Developing Demonstrate, with assistance, the ability to access information about the language or country studied on the internet or from other media sources</p> <p>Advancing Use the internet or other media sources to complete specific assignments</p>

COMPARISONS Develop Insight into the Nature of Language and Culture	
Content Standard 7: <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p>Beginning/ Emerging Recognize and identify examples of words borrowed from one language and used in the other; Recognize and identify sounds and phonetics unique to the language studied; Recognize and identify alphabet letters and accents unique to the language studied</p> <p>Developing Give examples of words borrowed from the language studied; Demonstrate an awareness of the target language's phonetic system and how it differs from English; Demonstrate an awareness of the target language's alphabet and use of accents and how they differ from English</p> <p>Advancing Give examples of derivatives in our own language that come from the language studied; Reproduce the sounds unique to the language with little or no distortion when speaking; Correctly use spelling and accents in high-frequency words</p>
Content Standard 8: <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p>Beginning/ Emerging Identify different forms of communication across the cultures studied, including songs, rhymes, advertisements, and symbols; Identify patterns of behavior across cultures that are related to family or school life, recreation, or celebrations; Use cultural awareness to identify with and respect peers in the cultures studied</p> <p>Developing Compare and contrast these different forms of communication; Show a knowledge of these patterns by describing young peoples' behavior at home, at school, during free time, or at celebrations; Share reasons why young people throughout the world have the same needs and desires</p>

	<p>Advancing</p> <p>Create a song or symbol that represents the culture studied, based on the forms of communication identified;</p> <p>Compare and contrast cultural behavior patterns in the target culture and our own;</p> <p>Explain why young people in some cultures may have different viewpoints [preferences, lifestyles] than our own</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p>	
<p>Content Standard 9:</p> <p><i>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</i></p> <p>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p>	<p>Beginning/ Emerging</p> <p>Identify where the language studied can be seen and heard in our community and elsewhere;</p> <p>Identify professions where knowledge of another language is an important asset;</p> <p>Identify topics related to the cultures studied found in our daily media</p> <p>Developing</p> <p>Consult various sources, including periodicals, films, Television programs, or the internet, for information in the target language;</p> <p>Share and discuss this information with classmates;</p> <p>Share important newsworthy items about the cultures studied or the people who speak the language studied with the class</p> <p>Advancing</p> <p>Communicate on a personal level with speakers of the language studied [via e-mail, snail mail, or other means];</p> <p>Invite someone who uses the language or who works with people from the cultures studied to speak to the class;</p> <p>Create a poster or write an article about a cultural issue or concern</p>

**Spanish Program
Grades 7 - 12**

GRADE 7 SPANISH 1*Enduring Understanding***GOOD CHOICES HELP TO CREATE A HEALTHY LIFE STYLE.***Essential Questions for the year:*

- Communication:* *Why do we do the things we do?*
- Cultures:* *How do young people's activities differ throughout the Americas? How are they the same?*
- Connections:* *How does geography affect young peoples' lifestyles in Spanish-speaking America?*
- Comparisons:* *How do sports and pastimes of young people compare within the Americas? / How do our school schedules compare with those in Spanish-speaking countries?*
- Communities:* *How can I share what I know about young people in Hispanic countries outside of the classroom?*

THEMATIC UNIT	GUIDING QUESTIONS
<p>MY HOME, MY FAMILY, AND MY FRIENDS:</p> <p><i>You are most like the people you spend time with.</i></p> <p>[Refrán: <i>Dime con quién andas y te diré quién eres.</i>]</p>	<p><i>Who are you, your family, and your friends? What do you do together and where? Do you do the same kinds of activities with your friends as with family? Where do you live and who lives with you? What is the function of each room in your house? What do you do to help out at home? How do houses differ across the Americas?</i></p>
<p>Focus on: Chile/ Puerto Rico/ República Dominicana</p> <p>Themes include: Home Life; Family and Friends; Relationships; Responsibilities</p> <p>Resources for this unit:</p> <p><i>Expresate 1</i> Ch. 2 <i>A conocernos</i> Ch. 5 <i>En casa con la familia</i></p> <p><i>Cuenteme más:</i> <i>Muchacha pastor, Ratoncito del campo</i></p>	

GRADE 7 SPANISH 1

THEMATIC UNIT	GUIDING QUESTIONS
<p>ACTIVITIES DURING AND AFTER SCHOOL: <i>What you want to do is not necessarily what you have to do.</i> [Refrán: <i>No dejes para mañana lo que puedes hacer hoy.</i>]</p>	<p><i>What activities do you like to do after school and on weekends and why? What are your favorite subjects in school? Which activities are the most common in class? What do students do between classes? What kinds of problems are encountered during the school day? How do you invite someone? How is your school similar to and different from other schools in Spanish-speaking communities?</i></p>

Focus on: Texas, Costa Rica
 Themes include: Leisure Activities and Sports; Preferences; School; Classes and Schedules; Plans and Invitations
 Resources for this unit:
Expresate 1 Ch. 3 *¿Qué te gusta hacer?*
 Ch. 4 *La vida escolar*
Cuéntame más: *Liliana y la rata; Los hipos de la llama*

THEMATIC UNIT	GUIDING QUESTIONS
<p>FOOD AND HEALTH: <i>You are what you eat.</i> [Refrán: <i>Como dejes para mañana lo que puedes hacer hoy.</i>]</p>	<p><i>When do you have your meals and what food, drinks, and dishes do you have at your meals? Where do you have lunch at school and with whom? What food choices are offered in the cafeteria? How do you order food in a restaurant? How do you ask for information or advice? How does the culture of food impact the lives of Latin American people? What is your daily routine like and why? What do you do to stay fit and healthy on a regular basis? How do you give advice to a friend or family member? What do you do when you are sick or injured?</i></p>

Focus on: México, Argentina
 Themes Include: Food, Meals, Healthy Choices at home and eating out; Food choices in Central and South America, Incorporating a healthy lifestyle with healthy eating habits;
 Asking for and giving advice
 Resources for this unit:
Expresate 1 Ch. 6 *A comer*
 Ch. 7 *Cuerpo sana mente sana*
Cuéntame más: *Coyote y cuervo, Pelo de Pepe*

GRADE 7 SPANISH 1

THEMATIC UNIT	GUIDING QUESTIONS
<p>SHOPPING <i>Shopping is fun no matter where you travel.</i></p>	<p><i>Where do you go shopping and what do you usually shop for? What items have you already purchased that are necessary for the season we are currently in? Where did you buy these things? What clothes are you wearing today? Where did you buy them? How can you request and offer information? Where are you going on vacation, how are you getting there, and what do you hope to do while away? What clothes are you going to bring and why? Where did you go over the weekend / on vacation? What did you do? How did you get there? How do you ask for and give information and directions?</i></p>
<p>Resources for this unit: Focus on: Florida, Perú Themes Include: Shopping; Telling what you did; Asking for and giving information; Traveling; Telling where you went; Money and monetary transactions <u>Exprésate 1:</u> Ch. 8 <i>Vamos de compras</i> Ch. 10 <i>¡A viajar!</i> <u>Cuéntame más:</u> <i>Ratoncito del campo</i></p>	

7TH GRADE SPANISH PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
DEVELOPING	EMERGING	BEGINNING
Understand and use the present tense using high-frequency verbs, including <i>ser, estar, tener, ir, "hay"</i>	Recognize and produce the present tense in controlled situations <i>[go' verbs: venir, hacer, traer, poner, salir, tener] [e>ie: preferir, querer, pensar] [o>ue: poder, , contar, costar, dormir] [e>i verbs: decir, pedir, servir]</i>	
	Describe daily routine using selected <i>reflexive verbs</i> and the <i>time or time of day</i>	
Understand and use description to embellish communication <i>[selected adjectives, adverbs, possession]</i>	Recognize and produce descriptions <i>Using high-frequency vocabulary and selected expressions used with estar, ser and tener</i>	
	Recognize and use descriptions to indicate present, past and future events: <i>hoy, ahora, mañana, ayer, anoche ...</i>	
	Understand and describe location <i>A la izquierda de, a la derecha de, cerca de, lejos de, entre, al lado de, enfrente de, detrás de, delante de, encima de, debajo de,</i>	
Understand and use the concepts of number and gender when describing <i>[nouns, articles, adjectives, possessive adjectives]</i>	Describe possession using <i>de</i> <i>Nuestro[a]/s</i>	<i>Vuestro[a]/s</i>

Refer to people and things previously mentioned using subject pronouns		<i>Vosotros</i>
	Describe what is going to happen, needs to happen, or what you want or prefer to do using infinitive constructions: <i>ir a; tener que; necesitar querer; preferir</i>	Describe what has just happened <i>Acabar de + infinitive</i>
Describe what you like or love <i>[me gusta, me encanta]</i>	Describe what you like or love <i>[me gustan, me encantan]</i>	
Ask and answer questions using <i>¿Quién? ¿Qué? ¿Dónde? ¿Por qué? ¿Qué hora?</i>	Recognize and answer questions in controlled situations <i>¿Cómo? ¿Cuándo? ¿Cuánto[s]? ¿A qué hora?</i>	Recognize questions in controlled situations <i>¿Cuál[es]? ¿Adónde? ¿De dónde?</i>
	Recognize and use selected structural concepts including contractions <i>[al, del]</i>	
Use and understand numbers: 0-100	Recognize and produce numbers: 0-1000+	
	Describe past events using high-frequency activities as the focus <i>[yo-tú-él-ella-Usted]</i>	
	Understand and respond in controlled situations to <i>¿Qué hiciste? ¿Adónde fuiste?</i>	

Polson GRADE 8 SPANISH 2

Enduring Understanding
EXPERIENCES AT HOME AND ELSEWHERE
INFLUENCE YOU

Essential Questions for the year:

- | | |
|-----------------------|---|
| <i>Communication:</i> | <i>Where did you go; what did you do; who were you with?</i> |
| <i>Cultures:</i> | <i>What are your responsibilities at home like and how might they be different in a Spanish-speaking country?</i> |
| <i>Connections:</i> | <i>How are traditional celebrations universal across cultures?</i> |
| <i>Comparisons:</i> | <i>How do your life and surroundings compare with those of the countries studied this year?</i> |
| <i>Communities:</i> | <i>How can you stay connected to what is happening in Spanish-speaking countries?</i> |

THEMATIC UNIT	GUIDING QUESTIONS
EL HOGAR Y LOS QUEHACERES <i>Responsibilities at home</i>	<i>Where do you live and who lives with you?</i> <i>How can families and home life differ from one community to another? What chores do you and your family share and why do you have to do these chores?</i>
Resources for this unit: <u><i>Exprésate 2:</i></u> Vocabulary from Chapter 1 – <i>Familiares y amigos</i> Vocabulary from part 2 of Chapter 2 – <i>Ésta es nuestra casa</i> Reading from TPRS <u><i>Look I Can Talk More</i></u>	Grammar Review of: Adjectives with <i>ser</i> ; Regular verbs in the present tense; Infinitive constructions; Possessive adjectives and possession with <i>de</i> ; <i>Gustar</i> ; Interrogatives

THEMATIC UNIT	GUIDING QUESTIONS
CELEBRACIONES <i>Festivities influence who you are</i>	<i>What did you and your family do during the most recent holiday or celebration? How are birthdays, weddings and other events celebrated here and elsewhere? Which celebrations are universal? Which holidays are unique to our country and which are unique to the countries you are studying? Which would be your favorite Hispanic holiday or celebration and why?</i>

Resources for this unit:Vocabulary from Exprésate 1, Chapter 9 - *;Festejemos!*Reader: *Casi se muere***Grammar focus:**Review and expansion of Pretérito [regular verbs, *ir, hacer, dormir, dar*]
Introduction of Present progressive

THEMATIC UNIT	GUIDING QUESTIONS
EL VIAJE <i>Travel enriches your life</i>	<i>How do you ask for information and give directions? What planning is necessary when going on a trip? What similarities and differences can you identify between Madison and the town you have studied in this unit? What can you do in a big city?</i>

Resources for this unit:Vocabulary from Exprésate 1, Chapter 10 - *;A viajar!*Vocabulary from Exprésate 2, Chapter 3 - *Pueblos y ciudades*Reading: TPRS Look I can talk more – Chapter 1, *;Qué casualidad!*Reader: *"Patricia va a California"***Grammar focus:**

Giving directions to someone you know and understanding directions [informal commands]; Beginning awareness of formal commands; Review and expansion of prepositions

THEMATIC UNIT	GUIDING QUESTIONS
PROFESSIONS	What do you need to know how to do for various professions? How do you communicate a physical problem or illness to the doctor?

Resources for this unit:

Vocabulary from Exprésate 2, Part 1 of Chapter 2 - *Los oficios en mi vecindario*
 And from part 2 of Chapter 4 - *¡Pobre Juan! Pasó un fin de semana horrible*

Reading: Exprésate 2, page 70-71, *En busca de empleo*
 Reading: TPRS Look I can talk more – *Las citas con el doctor*

Grammar focus:

Continued practice of Pretérito, including an introduction of -car, -gar, -zar verbs
Saber [in infinitive constructions]

THEMATIC UNIT	GUIDING QUESTIONS
LOS PASATIEMPOS <i>How to Rob a Bank!</i>	<i>What do you prefer to do during your free time? What did you do at home this morning [last night, this past weekend]? Why do people lie to their parents? What happened?</i>

Resources for this unit:

Vocabulary from TPRS Word Lists and Mini-cuentos about *El chico que llegó tarde*
 Reader: *El viaje de su vida*

Grammar focus:

Irregular pretérito [*decir, estar, tener, leer, poner, traer, venir, ver*]

THEMATIC UNIT	GUIDING QUESTIONS
<i>CUANDO ERA NIÑO</i> <i>When I was a child</i>	<i>What were you like as a child? What did you used to do?</i>

Resources for this unit:

Vocabulary from Exprésate 2, Chapter 6 - *Recuerdos*

Grammar focus:

Imperfecto

GRADE 8 SPANISH 2 COURSE PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Beginning/Emerging
Understand and communicate about personal experiences and events in the present, past, future, and also what just happened: <i>presente, pretérito, futuro falso, acabar de</i>	Understand and produce information about ongoing experiences and events in the present: <i>presente progresivo</i>	Recognize and understand ongoing events in the past in selected passages: <i>imperfecto, pretérito, futuro</i>
Understand and communicate using linguistically appropriate structures using infinitives: <i>ir a / tener que / tener ganas de / querer /necesitar / desear / deber / saber /etc.</i>	Recognize, understand, and produce certain grammatical structures unique to the language in order to give detailed information: verbs followed by prepositions + infinitivo: <i>Salir a/de/para; llegar a/de; entrar en; venir de</i>	
Discuss daily routine in a variety of timeframes: <i>reflexive construction used in simple and infinitive verb constructions</i>		Refer to people other than the subject of a sentence: <i>personal a</i>
Ask for and give information: <i>interrogatives</i>		
Clarify location and direction: <i>prepositions [cerca de/lejos de; enfrente de/delante de/detrás de; etc.]</i>		
	Recognize and refer to people or things mentioned previously using direct and indirect object pronouns	Refer to multiple people or things mentioned previously using direct and indirect object pronouns
	Recognize and produce details of a situation or story by using culturally appropriate structures: <i>ser/estar ; saber/conocer; al; del;</i>	

Tell someone familiar to do [or not to do] something in certain situations <i>Affirmative and negative informal commands [regular]</i>	Tell an adult or stranger to do [or not to do] something in certain situations <i>Affirmative and negative formal commands [regular] [some irregular forms]</i>	
Understand and use description to embellish communicative skills: <i>adverbs of quantity, frequency and time; possessive adjectives and possession with 'de'</i>	Understand and produce description to embellish communicative skills: <i>short form of adjectives- buen, mal, gran; demonstrative adjectives; possessive pronouns; ordinal numbers</i>	
	Refer to specific objects and people: <i>demonstrative adjectives</i>	Recognize reference to specific objects and people <i>Demonstrative pronouns</i>
Communicate using culturally appropriate idioms: <i>tener años, sed, hambre, frío, calor, miedo, etc.</i>	Discuss a variety of weather conditions: <i>hace / hay</i>	
Express likes and dislikes using appropriate structures: <i>me/te/le/les gusta[n]/encanta[n]/etc.</i>		Recognize references to people and objects previously mentioned by using selected direct and indirect object pronouns
	Prepositional Pronouns <i>Para mí, tí, etc.</i>	
Compare and contrast: <i>más, menos, tan – tanto</i>	Compare and contrast: <i>peor, mejor, -ísimo[a]</i>	
	Clarify duration and time span: <i>hace + presente</i>	Clarify duration and time span of past events <i>hace + pretérito</i>

MADISON WORLD LANGUAGES DEPARTMENT PACING CHART

First Trimester of Course		
Course: Grade 8 Spanish 2	First 30 days	Second 30 days
Thematic Unit[s]:	Repaso La familia y los amigos Y los quéhaceres en casa	Celebrations
Information Presented During this Unit	Vocabulary from <u>Exprésate 2</u> , Chapter 1 And Chapter 2, part 2 Reading from TPRS <i>E/</i> <i>muchacho que llegó tarde</i> {ch. 11} Need Copywrite Grammar Review of Adjectives with ser Regular verbs Infinitive Constructions Possessives Gustar Interrogatives	Vocabulary from <u>Exprésate 1</u> , Chapter 9 Reading from <i>Casi se muere</i> Grammar focus Pretérito [Regular verbs and <i>ir, hacer,</i> <i>dormir, dar</i>] Introduction of present progressive
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Activities must be linked to the national standards.		1.1 Presentational: Research celebrations for a presentation to give to class
Examples of Formative Assessments that Assess: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language?		

<p>4. How extensive and applicable is the student's vocabulary?</p> <p>5. How does the student maintain communication?</p> <p>6. How is the student's cultural understanding reflected in communication?</p> <p>Assessments must be linked to the national standards.</p>		
<p>Summative Assessment Description</p> <p>Assessment must be linked to the national standards.</p>		

Second Trimester of Course		
Course: Grade 8 Spanish 2	First 30 days	Second 30 days
Thematic Unit[s]:	Travel	Professions
Information Presented During this Unit	<p>Vocabulary from <u>Exprésate 1</u>, Chapter 10 <u>Exprésate 2</u>, Chapter 3 Reading TPRS <u>Look I can talk more</u>, <u>Qué casualidad!</u> Reader: <i>Patricia va a California</i></p> <p>Grammar focus: Giving and receiving directions to someone you know [informal commands] NB: Beginning awareness of formal commands Review and expansion of prepositions</p>	<p>Vocabulary in <u>Expresate 2</u>, Chapter 2 Vocabulary about getting sick and getting hurt</p> <p>Reading TPRS <u>Look I can talk more</u>, <u>Las citas con el doctor</u> Reading, p. 70 in <u>Exprésate 2</u>: <i>En busca de empleo</i></p> <p>Grammar focus: Continued practice of the pretérito, including an introduction of -car/-gar/-zar verbs saber [in infinitive constructions]</p>
Activities that practice these skills:	<p>1. How well is the student understood?</p> <p>2. How well does the student understand?</p> <p>3. How accurate is the</p>	

<p>student's language?</p> <ol style="list-style-type: none"> 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Activities must be linked to the national standards.</p>		
<p>Examples of Formative Assessments that Assess:</p> <ol style="list-style-type: none"> 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Assessments must be linked to the national standards.</p>		Project
<p>Summative Assessment Description</p> <p>Assessment must be linked to the national standards.</p>		

Third Trimester of Course [Grades 5-8]		
Course: Grade 8 Spanish 2	First 20 days	Last 40 days
Thematic Unit[s]:	How to rob a bank	Cuando era niño
Information Presented During this Unit	Voabulary from the TPRS reader Reader: <i>El viaje de su vida</i>	<u>Exprésate 2</u> , Chapter 6 <i>Maricela</i> DVD

	Grammar: Pretérito irregular - <i>decir, estar, tener, leer, poner, traer, venir, ver</i> <i>Other verbs in construction</i>	<i>Under the same moon</i> DVD
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Assessments must be linked to the national standards.		
Examples of Formative Assessments that Assess: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Assessments must be linked to the national standards.		Project on immigration
Summative Assessment Description Assessments must be linked to the national standards.		

**STUDENT PERFORMANCE INDICATORS
MADISON ELEMENTARY SCHOOLS
GRADES 7 & 8 SPANISH**

COMMUNICATION**Communicate in Languages Other Than English**

Interpersonal

Content Standard 1:***How do I use another language to communicate with others?***

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.

Beginning

Use common greetings but show difficulty exchanging basic information;
Understand simple instructions and commands, but show difficulty in giving commands and instructions to others;
Describe people and things using a repetition of basic vocabulary;
Describe simple activities;
Express likes and dislikes

Emerging

Exchange greetings and basic information with others;
Give and follow simple classroom instructions;
Describe people, places, and possessions
Exchange information about favorite activities;
Express preferences as well as likes and dislikes

Developing

Exchange information about current routines, experiences, and upcoming events;
Give and follow simple directions in authentic situations;
Purchase goods in authentic situations within the classroom;
Work collaboratively to plan an activity to be carried out in the target language;
Exchange information about preferences and opinions

Advancing

Exchange information about experiences from their recent past;
Give and follow directions to travel from one place to another and ask questions for clarification;
Request information in order to make an informed decision;
Evaluate team effort and identify ways to

	<p>improve communication in the target language; Exchange thoughts or opinions about people, activities and events in their personal lives</p>
<p>Interpretive Content Standard 2: <i>How do I understand what others are trying to communicate in another language?</i></p> <p>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</p>	<p>Beginning Show an understanding of some of what is heard or read; Rely on verbal and non-verbal cues to react and respond to written and auditory passages</p> <p>Emerging Identify people and objects in their environments based on descriptions heard or read by a familiar voice; Restate what has been heard or read</p> <p>Developing Identify the main characters and ideas in written or auditory passages; Respond to subjective questions about the passage heard or read</p> <p>Advancing Identify significant details from written and auditory passages; Respond to objective questions about the passage</p>
<p>Presentational Content Standard 3: <i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>In at least one language other than English, students will present information, concepts or ideas to listeners or readers on a variety of topics.</p>	<p>Beginning List words heard or read in a story; Participate in a collaborative process to illustrate a story; Describe a photo, picture, or picture story using lists; List daily activities and chores at home and at school</p> <p>Emerging Retell a story learned in class; Work collaboratively to illustrate a story with a partner or team; Describe a photo, picture, or picture story using familiar words and expressions; Describe daily activities and chores at home and at school;</p> <p>Developing Tell or retell an original story incorporating familiar words and expressions studied in class; Work collaboratively to create an original story</p>

	<p>for the enjoyment of classmates; Write and exchange messages that give information about self, family and familiar situations; Keep a journal of daily activities and routines</p> <p>Advancing</p> <p>Discuss cultural inferences found in the story created; Create and present an original story to the class using technology to enhance the presentation; Write or record messages to exchange with native speakers; Keep a journal describing your activities during the previous week-end or vacation</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p> <p>Content Standard 4: <i>How do I use my understanding of culture to communicate and function appropriately in another culture?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</p>	<p>Beginning</p> <p>Identify patterns of behavior of peers in Madison; Cannot identify authentic products produced or found in the target culture; Does not complete tasks required to study the art, literature, music, dance, etc, of the cultures studied</p> <p>Emerging</p> <p>Observe and identify patterns of behavior or interaction typical of young teenagers in the cultures studied; Identify authentic products, such as food, homes, clothing, and games, produced or found in the target culture; Experience or read about art, literature, music, dance, etc, from the cultures studied</p> <p>Developing</p> <p>Compare and contrast patterns of behavior or interaction typical of young teenagers in the cultures studied; Create an advertisement for or critique of a product unique to the culture studied; Describe the significance of certain forms of art, literature, music, dance, etc, from the cultures studied</p> <p>Advancing</p> <p>Discuss patterns of behavior or interaction typical of young teenagers in the cultures studied; Discuss the significance of authentic products</p>

	produced or found in the target culture; Discuss or create an example of the art, literature, or music typical of the culture studied
<p>CONNECTIONS</p> <p>Connect with Other Disciplines and Acquire Information</p> <p>Interdisciplinary</p> <p>Content Standard 5:</p> <p><i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i></p> <p>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<p>Beginning</p> <p>Respond to simple questions about weather; Count in the target language; Identify simple cognates found in the language studied; List foods and beverages that are part of the American diet</p> <p>Emerging</p> <p>Identify geographical and weather conditions; Identify conversion of common weights and measures associated with students' everyday life; Identify cognates in passages read and heard; List foods, beverages, and dishes that are common in the cultures studied</p> <p>Developing</p> <p>Connect knowledge of geography and weather to the countries studied in this course; Make simple conversions in temperatures, weights and measures, and monetary systems; Show an understanding of cognates and their importance in language; Compare and contrast eating habits of the cultures studied and their own</p> <p>Advancing</p> <p>Explain importance of geography and weather with regard to the culture and traditions practiced in the cultures studied; Create an authentic situation where the monetary system studied is exchanged for goods or services; Explain the meaning of cognates and why they have become a part of our language or the language studied; Discuss healthy eating and life styles</p>
<p>Intradisciplinary</p> <p>Content Standard 6:</p> <p><i>How do I use my understanding of another language and culture to</i></p>	<p>Beginning</p> <p>Use teacher-generated materials and classroom resources; Observe teacher or peers search for information</p>

<p><i>broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</p>	<p>about the target language and culture</p> <p>Emerging Access information about the target culture using multiple age-appropriate media resources; Search for information about the language and culture in a guided learning environment</p> <p>Developing Use multiple, age-appropriate resources to access and use information about the language and culture studied; Show skills necessary to search independently for information on the Internet about the language and culture studied</p> <p>Advancing Use multiple age-appropriate media resources to expand their understanding of the target culture and integrate it with their existing knowledge base; Use the Internet to obtain information for activities and reports completed inside and outside of the classroom or lab</p>
---	---

COMPARISONS**Develop Insight into the Nature of Language and Culture**

<p>Content Standard 7:</p> <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p>	<p>Beginning Show a recognition of idiomatic expressions; Show an awareness of classroom and teacher-generated resources that highlight multicultural themes and characters; Participate in collaborative group storytelling; Show difficulty in differentiating sounds unique to the language studied</p> <p>Emerging Identify and use some common idiomatic expressions studied; Use classroom and teacher-generated resources that highlight multicultural themes and characters; Use oral and written language to construct original stories alone or in groups; Report similarities and differences in the writing and sound systems of their own language and the language studied</p> <p>Developing Identify, use, and rephrase idiomatic expressions in the language studied; Access and use printed material that includes multicultural themes and character in fiction and</p>
---	--

	<p>nonfiction readings; Use oral and written language to construct original stories based on fact or fiction; Demonstrate an awareness that languages have critical written and sound distinctions</p> <p>Advancing</p> <p>Show an understanding of how idiomatic expressions affect communication and culture; Independently access printed material that includes multicultural themes and character in fiction and nonfiction readings Use oral and written language to relate their own experiences and construct their own stories; Demonstrate an awareness that these distinctions must be mastered in order to effectively communicate in the language studied</p>
<p>Content Standard 8: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p>	<p>Beginning</p> <p>Observe visual art forms and music from across the cultures studied; Observe products, such as foods, clothing, architecture and/or everyday articles, unique to the countries and cultures studied; Observe traditions and celebrations unique to the cultures studied; Observe new information about cultural activities in teacher-generated and paired activities; Recognize people and products from the cultures studied</p> <p>Emerging</p> <p>Identify visual art forms and music from across the cultures studied; Identify products, such as foods, clothing, architecture and/or everyday articles, unique to the countries and cultures studied; Identify traditions and celebrations unique to the cultures studied; Access new information about cultural activities of the people and communities studied this year; Demonstrate an understanding of the people in the cultures studied</p> <p>Developing</p> <p>Compare and contrast visual art forms and music from across the cultures studied; Compare and contrast these products unique to the countries and cultures studied; Investigate and report on cultural traditions and celebrations, such as birthdays, festivals, and religious ceremonies;</p>

	<p>Use new information to demonstrate an awareness of culture based on daily activities of peers in the cultures studied;</p> <p>Demonstrate empathy and respect for people of other cultures</p> <p>Advancing</p> <p>Speculate on why certain visual art forms and music are native to the cultures studied;</p> <p>Speculate on why certain products are native to their country and to the countries and cultures studied;</p> <p>Compare and contrast cultural perspectives concerning coming of age celebrations and/or work habits in the target culture and their own;</p> <p>Use new information to demonstrate an awareness that they, too, have a culture, based on comparisons of the cultures studied and their own;</p> <p>Use new information and perspectives to compare and contrast their experiences with those of their peers in the cultures studied</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p>	<p>Content Standard 9: <i>How do I use my knowledge and culture to enrich my life and broaden my opportunities?</i></p> <p>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.</p> <p>Beginning</p> <p>Exchange lists of vocabulary concerning family, school, food, and leisure activities;</p> <p>List Professions that may need a second language to communicate with others;</p> <p>Recognize or experience age-appropriate media that have cultural ties to the countries studied</p> <p>Emerging</p> <p>Exchange information about family, school, food, and leisure activities in oral or written form in the language studied;</p> <p>Identify professions that may need a second language in order to communicate with others;</p> <p>Identify cultural or language ties to popular age-appropriate media, such as songs, films, and games</p> <p>Developing</p> <p>Discuss family, school, food, and leisure activities in the language studied in oral or written form;</p> <p>Identify members of the local professional community who may use the target language in their daily business activities;</p> <p>Use various age-appropriate media from the</p>

	<p>target language or cultures for enjoyment or entertainment</p> <p>Advancing</p> <p>Discuss preferences concerning leisure activities and current affairs in oral or written form in the language studied;</p> <p>Interact with these people in order to learn how they use the target language in their various fields of work;</p> <p>Review or consult various printed and electronic material in the target language for enjoyment</p>
--	---

SPANISH 1 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding
WHO I AM, WHO I KNOW, AND WHAT I DO

Essential Questions for the year:

- | | |
|----------------|---|
| Communication: | <i>How do I describe people and things in Spanish?</i> |
| Cultures: | <i>What is life like for young people in Central or South America?</i> |
| Connections: | <i>What are various ways that we can measure time, temperature, and currency?</i> |
| Comparisons: | <i>How do routines [daily or seasonal] compare between countries?</i> |
| Communities: | <i>Where do you see or hear Spanish in Madison and the surrounding area?</i> |

THEME	GUIDING QUESTIONS
WHO ARE YOU?	How do you meet and greet people? How do you describe others and yourself? When is your birthday? With whom do you celebrate your birthday? How are birthdays celebrated in Latin America?
OBJECTS IN THE CLASSROOM AND ROUTINE AT SCHOOL	What days do you go to school? What do you need for each class? Which classes do you like? What are some activities in Spanish class? What is your schedule? What do you plan/want/need/prefer/ to do this year? What is in your classroom? Where is it? Who is in your class? How does your schedule/courses/ compare with those of a student in Latin America?
HOME LIFE	Where do you live? Who lives with you? Where do your parents work? Where are your ancestors from? What do you do with your family/with your friends at home? What do you have to do at home? What do you feel like doing at home? What did you do over the weekend with your family/friends? What is in your room? What do you do in your room? What are the other rooms in your house? Do houses in Latin America look like houses here in Connecticut?

FOODS AND MEALS	What meals do you eat? Where does your family buy groceries? Where do families buy groceries in a Latin American country? Who prepares meals at home? Where do you eat at home? What are the basic foods that you eat daily? What do people eat regularly in Latin American countries? What foods do you like/dislike and why? How do you prepare a simple recipe? What do you need to eat with? How do you order in a café? How does eating out in Latin America compare with eating out in Madison?
WHAT TO WEAR	What are you wearing? What color is it? What do your clothes look like? What do you wear when it is hot/cold/rainy/snowy? Who buys / pays for your clothes? Where do you buy your clothes? How do you ask for information? How much does ... cost? You are taking a trip to a Latin American country: what do you plan to pack and why?

RESOURCES FOR THE SPANISH 1 COURSE INCLUDE:

Vocabulary lists are generated from *Exprésate 1*, *Ya Verás 1*, *Curso Primero [Amsco]*, and from *Look I Can Talk*.

Practice activities are from *Ya Verás 1* and from teacher-generated materials.

Reading practice from TPRS readers: Pobre ana, Casi se muere or Patricia va a California, and Easy Spanish Reader may be also used.

DVD series is from *Exprésate 1*

INTERNET SITES USED INCLUDE:

www.elperiodico.com.gt

Used when studying Guatemala [*Patricia va a California*]

<http://www.spaleon.com>

A verb-training website

<http://www.quia.com/shared>

You can find many activities shared by teachers from everywhere

http://imvite.com/stream.php?search=ARGENTINA&view=3&cat=tv&qclid=CO7ap8Oqpo8CFRssawodLV_NZSQ Programming from Argentina

<http://www.antena3.com/a3noticias/>

Articles on and photographs of current news items

<http://www.telemundo47.com/index.html> Articles on and photographs of current news items

<http://es.noticias.yahoo.com/videos-espana/videos-audio.html> Video clips on a variety of current topics

<p style="text-align: center;">DHHS SPANISH 1 COURSE PERFORMANCE INDICATORS FOR STRUCTURAL CONCEPTS</p>		
Note: Verbs will first be introduced as vocabulary words, then will be treated as structural elements when recycled in future lessons.		
DEVELOPING	EMERGING	BEGINNING
Understand and use the present tense using high-frequency verbs, including <i>ser, estar, tener, ir, "hay"</i>	Recognize and produce the present tense in controlled situations <i>[go' verbs: venir, poner, salir, tener] [e>ie: preferir, querer, pensar] [o>ue: poder, , contar, costar, dormir] [e>i verbs: decir, pedir, servir]</i>	
	Describe daily routine using selected <i>reflexive verbs</i> and the <i>time or time of day</i>	
Understand and use description to embellish communication <i>[selected adjectives, adverbs, possession]</i>	Recognize and produce descriptions <i>Using high-frequency vocabulary and selected expressions used with estar, ser and tener and when telling time</i>	
	Recognize and use descriptions to indicate present events: <i>hoy, ahora, a las diez de la mañana</i>	Recognize and produce descriptions to indicate past and future events: <i>hoy, mañana, ayer, anoche ...</i>
	Understand and describe location <i>A la izquierda de, a la derecha de, cerca de, lejos de, entre, al lado de, enfrente de, detrás de, delante de, encima de, debajo de</i>	
Understand and use the concepts of number and gender when describing <i>[nouns, articles, adjectives, possessive adjectives]</i>	Describe possession using ' <i>de'</i> <i>Nuestro[a]/s</i>	<i>Vuestro[a]/s</i>

Refer to people and things previously mentioned using subject pronouns		<i>Vosotros</i>
	Describe what is going to happen, needs to happen, or what you want or prefer to do using infinitive constructions: <i>ir a; tener que; necesitar querer; preferir</i>	
Describe what you like or love [<i>me gusta, me encanta</i>]	Describe what you like or love [<i>me gustan, me encantan</i>]	
Ask and answer questions using ¿Quién? ¿Qué? ¿Dónde? ¿Por qué? ¿Qué hora?	Recognize and answer questions in controlled situations ¿Cómo? ¿Cuándo? ¿Cuánto[s]? ¿A qué hora?	Recognize questions in controlled situations ¿Cuál[es]? ¿Adónde? ¿De dónde?
	Recognize and use selected structural concepts including contractions [<i>al, del</i>]	
Use and understand numbers: 0-30	Recognize and produce numbers: 30-100	Recognize numbers: 100+
		Describe past events using high-frequency activities as the focus [<i>yo-tú-él-ella-Usted</i>]
		Understand and respond in controlled situations to ¿Qué hiciste? ¿Adónde fuiste?

DHHS FIRST YEAR WORLD LANGUAGE STUDENT PERFORMANCE INDICATORS [NOVICE LEARNER RANGE]	
COMMUNICATION	
<p>Interpersonal</p> <p>Standard 1.1: How do I use another language to communicate with others?</p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Beginning</p> <p>Respond to greetings, farewells, and simple familiar questions;</p> <p>Follow simple directions;</p> <p>Make familiar requests</p> <p>Emerging</p> <p>Exchange greetings and farewells using appropriate cultural gestures;</p> <p>Exchange information about self, family and friends, and daily routines;</p> <p>Give and follow simple directions;</p> <p>Ask for and give information;</p> <p>Share likes and dislikes</p> <p>Developing</p> <p>Exchange information about current routines, experiences, or upcoming events;</p> <p>Purchase goods in authentic situations within the classroom;</p> <p>Identify ways to improve communication in the target language</p>
<p>Interpretive</p> <p>Standard 1.2: How do I understand what others are trying to communicate in another language?</p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Beginning</p> <p>React via actions and drawings to verbal cues, commands, questions, and stories;</p> <p>React via drawings to readings or descriptions;</p> <p>Work collaboratively to understand or retrieve information on familiar topics from target language films, TV programs, magazines, and electronic media</p> <p>Emerging</p> <p>Respond to familiar verbal cues, commands, questions, and stories;</p> <p>Respond to simple multiple choice questions about readings or auditory passages;</p> <p>Identify familiar people, objects, places, or themes of a description read or heard;</p> <p>Follow directions to get to various locations within the classroom;</p> <p>Work individually to retrieve information on</p>

	familiar topics from target language films, TV programs, magazines, and electronic media Developing Identify the characters, objects, or places of an unfamiliar passage or story read or heard
Presentational Standard 1.3: How do I present information, concepts and ideas in another language in a way that is understood? Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Beginning List according to category; List words heard or read in a story; Describe preferences, likes, and dislikes; Read aloud to the class; Act out rehearsed skits Emerging Illustrate a story Describe self, others, and picture stories; Report to the class using information prepared in advance; Present skits without a script; Collaboratively retell a story Developing Retell a story learned in class; Tell an original story incorporating familiar words and expressions
CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture? Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	Beginning Observe common cultural gestures when meeting, greeting, and leaving others; Observe common holidays and celebrations unique to the cultures studied; Complete tasks required to learn about and study cultural aspects of the target cultures; Emerging Recognize and use appropriate gestures and simple idiomatic expressions to clarify meaning when interacting on a regular basis; Compare holidays and celebrations across cultures; Identify patterns of behavior of peers in their own culture; Developing Compare and contrast certain patterns of behavior or interactions typical of teenagers in the target cultures.
Standard 2.2: How do I use my understanding of culture to function appropriately in another culture?	Beginning Observe, recognize, and identify foods, clothing, sports, music, currency, and shops found in the

<p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>cultures studied; Emerging Identify authentic products found in the target cultures Developing Create an advertisement for or a critique of a product unique to the culture studied</p>
<p>CONNECTIONS Connect with Other Disciplines and Acquire Information</p>	
<p>Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>Beginning Count in the target language (Math); Respond to simple questions about day, date, weather, and time (Math, Science); Use information acquired in other subjects when learning in the target language (e.g. math - numbers, dates, time, age); Emerging Identify geographical and weather conditions; Identify symbols, such as flags, currency, or monuments, related to target language countries; Identify cognates in passages heard or read; Developing Use information acquired in the foreign language class to add to the study of other subjects [e.g.: social studies - cultural and historical links to holidays in various countries]; Locate countries studied on a map and the major geographical and climatic highlights;</p>
<p>Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</p> <p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Beginning Use teacher-generated materials and classroom resources; Emerging Recognize or identify the various sources available in the target language; Developing Collaboratively use multiple media resources to acquire information about the cultures studied;</p>

COMPARISONS Develop Insight into the Nature of Language and Culture	
<p>Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p>Beginning Recognize some cognates, familiar idiomatic expressions, and sayings that are either unique to or shared by cultures; Show difficulty in differentiating sounds and spelling unique to the language studied; Use oral, written, and picture stories to collaborate on original stories</p> <p>Emerging Identify and use some cognates, familiar idiomatic expressions, and sayings that are either unique to or shared by cultures; Demonstrate an awareness of the unique sounds and pronunciation of the target language; Use oral and written stories to construct original stories</p> <p>Developing Demonstrate an awareness that languages have critical written and sound distinctions; Rephrase idiomatic expressions in the language studied; Construct stories based on fact or fiction</p>
<p>Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Beginning Observe products such as foods, clothing, and everyday articles, unique to the countries and cultures studied; Observe art forms and architecture and listen to music from across the cultures studied;</p> <p>Emerging Identify, compare, and contrast the different forms of communication across cultures [e.g.: signs, symbols, songs, advertisements, etc]; Identify and describe some cultural aspects relating to family, school, celebrations, and activities of the cultures studied and our own;</p> <p>Developing Use the above information and cultural awareness to compare and contrast cultures; Compare and contrast geography, climate, and symbols across cultures and countries; Demonstrate an empathy and respect for people of other cultures</p>

COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
<p>Standard 5.1: How do I use my knowledge and culture to broaden my opportunities?</p> <p>Students use the language both within and beyond the school setting</p>	<p>Beginning Share lists of vocabulary concerning family, food, school, and leisure activities; Illustrate stories to present to others; Share information learned in the classroom with others at home and elsewhere;</p> <p>Emerging Exchange information about family, food, school, and leisure activities; Identify different professions where skills in communicating in another language and understanding another culture is an asset;</p> <p>Developing Discuss family, food, school and leisure activities in the language studied in oral or written form; Identify members of the local professional community who may use the target language in their daily business activities</p>
<p>Standard 5.2: How do I use my knowledge and culture to enrich my life?</p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Beginning Experience age-appropriate media that have cultural ties to the countries studied</p> <p>Emerging Recognize age-appropriate media that have cultural ties to the countries studied;</p> <p>Developing Identify and enjoy books, periodicals, internet sites, films, television programs, or popular music and art, created in the target culture or language; Play sports or games from the target culture</p>

SPANISH 2 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding
FAMILY, FRIENDS, AND EXPERIENCES
INFLUENCE YOU

Essential Questions for the year:

- | | |
|-----------------------|--|
| <i>Communication:</i> | <i>Where did you go; what did you do; who were you with?</i> |
| <i>Cultures:</i> | <i>What is your routine like and how might it be different in a Spanish-speaking country?</i> |
| <i>Connections:</i> | <i>How do local climate and geography contribute to a healthy lifestyle, including your diet and activities?</i> |
| <i>Comparisons:</i> | <i>How do your life and surroundings compare with those of the countries studied this year?</i> |
| <i>Communities:</i> | <i>How can you communicate with other young people living in Spanish-speaking countries?</i> |

THEMATIC UNIT	GUIDING QUESTIONS
FAMILY, FRIENDS, AND HOLIDAYS: <i>Families, Friends, and Festivities influence who you are.</i>	<i>Why do you like to do some things with your family and others with friends?</i> <i>How can families and home life differ from one community to another?</i> <i>What did you and your family do during the most recent holiday or celebration?</i> <i>How are birthdays and weddings celebrated here and elsewhere?</i> <i>Which celebrations are universal?</i> <i>Which celebrations or holidays are unique to Hispanic countries?</i> <i>How would you tell someone to do something?</i>
Resources for this unit: <u><i>Exprésate 2:</i></u> Chapter 1 – <i>Familiares y amigos</i> Teacher-generated material on holidays and celebrations <u><i>Easy Spanish Reader</i></u> Selected Chapters from Part 1 <i>Isabel</i> video series	Focus on language: Review of Adjectives with <i>ser</i> ; Regular verbs in the present tense; Infinitive constructions; Possessive adjectives and possession with <i>de</i> ; Gustar; Interrogatives Review of articles, possessive articles, and possession with <i>de</i> , Review of numbers, dates, and times Review of prepositions Re-introduction of frequently-used verbs in the preterite Introduction of informal commands

THEMATIC UNIT	GUIDING QUESTIONS
<p>NEIGHBORHOODS AND COMMUNITIES: <i>Responsibilities change as you grow up.</i></p>	<p><i>What kind of house do you live in? What is the function of each room in your house? What furniture and appliances do you use and why?</i> <i>How do you help your parents at home? Which chores do you like to do and why? How would you tell someone to do something?</i> <i>How and why do houses vary in different countries? Imagine that you live in Latin America: Where exactly do you live and what does your house look like? Are the chores the same in this house as in your home in Connecticut?</i> <i>What are universal expectations or requirements for various professions?</i> <i>What do you plan to do when you grow up?</i></p>
<p>Resources for this unit: <u>Expresate 2:</u> Chapter 2 - <i>En el vecindario</i> TPRS Reader "Mi propio auto" or "Dónde está Eduardo?" Internet link: www.elperiodico.com.gt Used when studying Guatemala [<i>Patricia va a California</i>] <i>Isabel</i> video series</p> <p>Focus on language: Continued practice of Pretérito, including an introduction of -car, -gar, -zar verbs Saber [and other infinitive constructions] ; future construction</p>	

THEMATIC UNIT	GUIDING QUESTIONS
<p>SPENDING TIME IN A CITY AND RELATING INFORMATION AND EXPERIENCES TO OTHERS: <i>Community influences your past, present, and future life.</i></p>	<p><i>How do you ask for information and give directions? Where do you go to buy food, books, medicine, clothes, shoes? How is Madison different from a small Hispanic town? Do you spend much free time in town? Have you visited a large city? Where did you go and what did you do there?</i> <i>Imagine you are/were/want to be a tourist in an important city in a Hispanic country. What sites do/did/are you going to see? Where did you go and what did you do last week end [during the most recent vacation, last summer, etc]? How can you relate your past and past events to others?</i></p>

<p style="text-align: center;">Resources for this unit:</p> <p><i>Exprésate 2</i>: Chapter 3 - <i>Pueblos y ciudades</i> Chapter 6 – <i>Recuerdos</i> [2007-08]</p> <p><i>Lectura</i>: <i>El ratón del pueblo y el ratón de la ciudad</i></p> <p>DVD: <i>El relicario</i></p> <p>DVD's and websites from Spanish tourist agencies</p> <p><i>Easy Spanish Reader</i> Selections</p> <p style="text-align: center;">Focus on language: Formal commands; Expansion of prepositions;</p>	
THEMATIC UNIT	GUIDING QUESTIONS
DAILY ROUTINE AND MAINTAINING GOOD HEALTH <i>Your daily routine affects your overall health and happiness.</i>	<p><i>What is a healthy lifestyle? How do choices affect one's health? What did you do over the weekend to stay healthy? How do you ask for and give advice?</i></p> <p><i>How do you behave at events and competitions? What did you do at a recent event you either attended or participated in?</i></p> <p><i>Which routines do you follow every day at home and at school? How long does it take to follow these routines?</i></p> <p><i>What do you prefer to do during your free time? What did you do at home this morning [last night, this past weekend]?</i></p>
<p style="text-align: center;">Resources for this unit:</p> <p><i>Exprésate 2</i>: Chapter 4 - <i>Mantente en forma</i> Chapter 5 – <i>Día a día</i></p> <p><i>Easy Spanish Reader</i> Selections [Lazarrillo de Tormes?] DVD <i>El relicario</i></p> <p style="text-align: center;">Focus on language: Reflexive verbs; imperfect</p>	

READER/ THEMES	GUIDING QUESTIONS
<u><i>¿DÓNDE ESTÁ EDUARDO?</i></u> Themes: Vacation and Travel; Contrast in cultures; Nature in tropical areas; Asking for and giving information and directions; prejudice and stereotyping	<i>How can experiences from traveling abroad change your perception of other people and other places?</i> <i>How would learning another language enhance your travel experiences?</i> <i>How did her experiences in Costa Rica cause Carmen to change?</i>
<u><i>MI PROPIO AUTO</i></u> wants versus needs / earthquake in El Salvador	<i>What is the difference between something you want and something you need?</i> <i>What damage can a natural disaster cause?</i> <i>How can I help others less fortunate than myself?</i>
<u><i>EL VIAJE DE SU VIDA</i></u> travel and vacation; Mexican history, Mayas, and Chichen Itza; robbery and detective work; problem-solving	<i>Which experiences are unique to traveling on a cruise ship?</i> <i>What traces of the Mayan civilization can we find in Mexico today?</i> <i>What can you do if you witness a crime?</i>
<u><i>CASI SE MUERE</i></u> travel to Chile; home and school life; establishing new friendships; conflict; acceptance	<i>How is the climate and geography of Chile unique and different from our own?</i> <i>Why is it difficult to be accepted into a new school environment?</i> <i>What makes a bully?</i> <i>How do we make friends?</i>
<u><i>Easy Spanish Reader</i></u> Selections from parts 1 [home and school] and 2 [History of Mexico] " Lazarillo de Tormes " [part 3]	How was life different in 14 th and 15 th century Spain from life today? What are choices in overcoming diversity and adversity? How can you recognize humor in literature?

DHHS SPANISH 2 COURSE PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Beginning/Emerging
Understand and communicate about experiences and events in the present, past, future, and also what just happened: <i>presente, pretérito, futuro falso, acabar de</i>	Understand and produce information about ongoing experiences and events in the present: <i>presente progresivo</i>	Recognize and understand ongoing events in the past in selected passages: <i>imperfecto</i>
Understand and communicate using linguistically appropriate structures using infinitives: <i>ir a / tener que / tener ganas de / querer /necesitar / desear / deber / saber /etc.</i>	Recognize, understand, and produce certain grammatical structures unique to the language in order to give detailed information: verbs followed by prepositions + infinitivo: <i>Salir a/de/para; llegar a/de; entrar en; venir de</i>	
Discuss daily routine in a variety of timeframes: <i>reflexive construction used in simple and infinitive verb constructions</i>		Refer to people other than the subject of a sentence: <i>personal a</i>
Ask for and give information: <i>interrogatives</i>		
Clarify location and direction: <i>prepositions [cerca de/lejos de; enfrente de/delante de/detrás de; etc.]</i>		
	Recognize and produce details of a situation or story by using culturally appropriate structures: <i>ser/estar ; saber/conocer; al; del;</i>	
Tell someone familiar to do [or not to do] something in certain situations <i>Affirmative and negative informal commands [regular]</i>	Tell an adult or stranger to do [or not to do] something in certain situations <i>Affirmative and negative formal commands [regular] [some irregular forms]</i>	

Understand and use description to embellish communicative skills: <i>adverbs of quantity, frequency and time; possessive adjectives and possession with 'de'</i>	Understand and produce description to embellish communicative skills: <i>short form of adjectives- buen, mal, gran; demonstrative adjectives; possessive pronouns; ordinal numbers</i>	
	Refer to specific objects and people: <i>demonstrative adjectives</i>	Recognize reference to specific objects and people <i>Demonstrative pronouns</i>
Communicate using culturally appropriate idioms: <i>tener años, sed, hambre, frío, calor, miedo, etc.</i>	Discuss a variety of weather conditions: <i>hace / hay</i>	
Express likes and dislikes using appropriate structures: <i>me/te/le/les gusta[n]/encanta[n]/etc.</i>		Recognize references to people and objects previously mentioned by using selected direct and indirect object pronouns
	Prepositional Pronouns <i>Para mí, ti, etc.</i>	
Compare and contrast: <i>más, menos, tan – tanto</i>	Compare and contrast: <i>peor, mejor, -ísimo[a]</i>	
	Clarify duration and time span: <i>hace + presente</i>	Clarify duration and time span of past events <i>hace + pretérito</i>

DHHS SECOND YEAR WORLD LANGUAGE STUDENT PERFORMANCE INDICATORS [NOVICE-HIGH / INTERMEDIATE-LOW LEARNER RANGE]	
COMMUNICATION	
Communicate in Languages Other Than English Interpersonal Standard 1.1: How do I use my knowledge and culture to enrich my life and broaden my opportunities? Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	Beginning Understand simple instructions and commands, but show difficulty in giving commands and instructions to others; Describe people and things using familiar vocabulary; Describe simple activities; Express likes and dislikes Emerging Exchange greetings and basic information with others; Give and follow simple classroom instructions and commands; Describe people, places, and possessions; Exchange information about favorite activities; Express preferences as well as likes and dislikes Developing Exchange information about current routines, experiences, and upcoming events; Exchange information about experiences from their recent past; Give and follow simple directions in authentic situations; Purchase goods in authentic situations within the classroom; Work collaboratively to plan an activity to be carried out in the target language; Exchange information about preferences and opinions Advancing Give and follow directions to travel from one place to another and ask questions for clarification

<p>Interpretive</p> <p>Standard 1.2 How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Beginning Show an understanding of some of what is heard or read; Rely on verbal and non-verbal cues to react and respond to written and auditory passages</p> <p>Emerging Identify people and objects in their environment based on descriptions heard or read by a familiar voice; Respond to simple subjective questions concerning material covered or heard in class; Correlate a story with pictures; Identify the characters, objects, or places of a familiar passage read or heard in class; Work collaboratively to collect information on familiar topics from a variety of media resources</p> <p>Developing Recognize or understand the main ideas, characters, and the significance of their roles when reading or listening to passages; Respond to open-ended questions concerning familiar material covered or heard in class; Correlate a story with pictures and sequence the events; Work individually to collect information on familiar topics from a variety of media resources.</p> <p>Advancing Decipher significant details and information contained in realia or other authentic texts; Read or listen to a passage and interpret the meaning of new words that are key to the comprehension of the story;</p>
<p>Presentational</p> <p>Standard 1.3: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Beginning Participate in a collaborative process to illustrate a story; Collaboratively present familiar memorized or rehearsed information, such as poems, songs, or dialogues; Describe a photo, picture, or simple picture story using written cues</p> <p>Emerging Present information, skit, or power point</p>

	<p>on family, friends, familiar objects and possessions, school or leisure activities; Tell a story based on the actions in pictures using a pre-determined rubric</p> <p>Developing</p> <p>Express opinions about the readings / topics discussed;</p> <p>Give a different ending to a story or passage;</p> <p>Write a letter concerning a topic based on material learned during the year;</p> <p>Report or present information to the class;</p> <p>Create and perform a skit or song without reading a script.</p> <p>Recite a poem written by a writer from the target culture;</p> <p>Perform a song popular in the target culture</p> <p>Advancing</p> <p>Summarize a selection read, heard, or viewed during class;</p> <p>Present a topic or without reading a script</p>
CULTURES	
<p>Gain Knowledge and Understanding of Other Cultures</p> <p>Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Beginning</p> <p>Observe and identify patterns of behavior that are typical of young people in the cultures studied.</p> <p>Emerging</p> <p>Converse with a partner using culturally appropriate gestures and expressions;</p> <p>Developing</p> <p>Compare and contrast patterns of behavior that are typical of young people in the cultures studied;</p> <p>Advancing</p> <p>Discuss patterns of behavior that are typical of young people in the cultures studied;</p>
<p>Standard 2.2: How do I use my understanding of culture to function appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Beginning</p> <p>Experience or observe idiomatic expressions or other products such as sports, clothing, foods, currency, shops, etc., unique to the cultures studied.</p> <p>Emerging</p> <p>Identify and recognize idiomatic expressions or other products such as</p>

	<p>sports, clothing, foods, currency, shops, etc., unique to the cultures studied; Experience or read about, and discuss expressive forms of the target culture (e.g.: music, art, literature)</p> <p>Developing Identify, compare, and contrast expressive forms of the target culture (e.g.: music, art, literature)</p> <p>Advancing Discuss or create an example of the art, literature, or music typical of the culture studied.</p>
CONNECTIONS	
	<p>Connect with Other Disciplines and Acquire Information</p> <p>Interdisciplinary</p> <p>Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p>Beginning Observe weather and identify pictures of weather or web forecasts (Science). Observe geographical and climate characteristics of various countries and record information (Geography) Tell time on the hour and half-hour (Math) Observe and compare currencies between countries (Math). Observe and record the differences in clothing sizes (Math)</p> <p>Emerging Observe, identify, and record weather forecasts by identifying pictures and/or by writing a forecast (Science) Identify countries on a map and the geographical aspects of them (Geography) Tell time using the 24-hour clock (Math) Identify and taste cultural foods (Consumer Science) Listen to a variety of music while using a listening guide to identify words and rhyme in a song (Music)</p> <p>Developing Compare and contrast climate differences as well as reading temperatures with the Celsius scale (Science and Math). Tell time using the 24-hour clock, specifying time of day (Math). Compare and convert currencies between countries (Math) Recognize and understand the differences in clothing sizes between countries (Math).</p>

	<p>Advancing Give specific time and time of day when relating daily routines (Math) Read and research current events via the internet or authentic newspapers and magazines of the target culture (Social Studies).</p>
<p>Intradisciplinary Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</p> <p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Beginning Identify cognates (Language Arts) Demonstrate an awareness of the target language's phonetic and writing systems (Language Arts) Listen to or read poems, songs, or tales intended for young native speakers of the target language (Literature)</p> <p>Emerging Listen to or read and understand an authentic passage with assistance (Literature) Use a dictionary to select appropriate words for use in preparation of written or oral reports. (Cross-referencing)</p> <p>Developing Recognize roots and cognates to draw meanings of unfamiliar words (Language Arts)</p> <p>Advancing Listen to or read and understand an authentic passage (Literature) Access authentic information from target-language periodicals and resources on-line (information Technology)</p>

COMPARISONS**Develop Insight into the Nature of Language and Culture**

<p>Comparisons among Languages Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p>Beginning Recognize and identify cognates in the target language; Recognize and identify selected idiomatic expressions in the target language;</p> <p>Emerging Demonstrate an awareness of the target language's phonetic and writing systems; Understand and use selected idiomatic expressions in the target language; Recognize and use culturally appropriate expressions and gestures to express a reaction or emotion;</p>
--	--

	<p>Developing Recognize and produce appropriate grammatical usage and orthographic systems in the target language when communicating about familiar topics; Advancing Expand comprehension strategies to predict and make comparisons</p>
Comparisons among Cultures Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures? Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<p>Beginning Demonstrate an awareness that gestures are a part of communication; Recognize and compare tangible products, such as architecture, sports, and foods, of the target culture and their own; Emerging Recognize, compare, and contrast intangible products, such as symbols, poems, songs, music, and tales, of the target culture and their own; Developing Investigate and report on celebrations and traditions that exist across cultures and those that are unique to a culture; Demonstrate an empathy and respect for people of other cultures; Advancing Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture.</p>
COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
Standard 5.1: How do I use my knowledge and culture to broaden my opportunities? Students use the language both within and beyond the school setting	<p>Beginning Identify and list professions which require proficiency in another language; Illustrate stories to present to others; Emerging Write and illustrate stories to present to others; Share information learned in class with people at home; Developing Share the information retrieved from their research in the target language according to a rubric prepared in advance; Advancing Participate in clubs or activities which raise global awareness.</p>

<p>Standard 5.2: How do I use my knowledge and culture to enrich my life?</p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Beginning Plan real or imaginary travel with others in class; Listen to music from the target cultures</p> <p>Emerging View and enjoy films in the target language in class; Enjoy authentic foods prepared in the target cultures</p> <p>Developing View and enjoy films in the target language outside of class; Play sports or games from the target cultures;</p> <p>Advancing Consult various sources in the target language to obtain information on topics of personal interest</p>
--	---

SPANISH 3 COURSE

DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

*Enduring Understanding***RELATIONSHIPS, HEROISM, TRAVEL, AND STORYTELLING OPEN OUR EYES TO DIFFERENCES
BETWEEN AND AMONG CULTURES***Essential Questions for the year:*

- Communication:* How do you engage an audience when telling a story?
- Cultures:* How do you explain cultural differences to others?
- Connections:* How do stories and art reflect the practices and perspectives of a culture?
- Comparisons:* What common themes do Mexican legends have with popular stories and fables we learn in English?
- Communities:* How can we continue to enrich our understanding of artistic expression in Hispanic countries?

THEMATIC UNIT	GUIDING QUESTIONS
SPAIN: YESTERDAY AND TODAY <i>What happened in the past affects the traditions and values of today</i> <i>[Refrán: Las estirpes condenadas a cien años de soledad no tienen segunda oportunidad sobre la tierra]</i>	<i>Who were 2 important historical figures in Spain? What did they do? What can I say about the history and culture of Spain? Which characteristics are important to you when thinking about a boy/girl friend?</i>
Resources for this unit: Students will enjoy a series of selected readings taken from the list below: <i>La gran aventura de Alejandro</i> : "Don Quijote", "La Princesa Margarita", "Con Lazarillo", "El rastro", "Doña Juana la Loca" <u><i>Ya Verás 3: "Cervantes"</i></u> <u><i>Marianela</i></u> , A story about tragic love in 19 th century Asturias [Spain] [10-15 days] http://www.gutenberg.org/etext/17340 www.principadodeasturias.com	

Grammatical focus: Review of present tense; Review of preterit tense; Comparisons;

THEMATIC UNIT	GUIDING QUESTIONS
<p>HISPANIC HEROES:</p> <p><i>Our idols/role models help to determine who we are and who we become</i></p> <p>[Refrán: <i>Dime con quien andas y te diré quien eres.</i>]</p>	<p><i>What is a hero? What are characteristics of a hero? What did (Roberto Clemente, Mother Teresa, Oprah, troops in Iraq, etc.) do to become a hero? Who is your personal hero and why?</i></p> <p><i>What are various facets of heroism?</i></p>

Resources for this unit:
 Students will enjoy a series of selected readings taken from the list below:

Roberto Clemente, an electronic article about one man's love of others,
Más allá del Béisbol: La vida de Roberto Clemente, [5 days]
<http://www.robertoclemente.si.edu/Spanish>

Leyendas mexicanas: "El sol y la luna", "Los novios"

DVD: *La Catrina* [selected episodes]; *Exprésate 2* DVD – selections that link to this theme

Grammatical focus: Review of preterit tense; Prepositional pronouns; Direct and indirect object pronouns

THEMATIC UNIT	GUIDING QUESTIONS
<p>FAIRY TALES AND LEGENDS</p> <p><i>The moral of the story transcends all boundaries</i></p> <p>[Refrán: <i>En todas partes cuecen habas</i>]</p>	<p><i>What was your childhood like? How can you describe a memorable experience in the past?</i></p> <p><i>How can you tell a story or fairy tale?</i></p> <p><i>What would you do if you were the main character of one of the stories we have studied?</i></p> <p><i>What causes jealousy?</i></p>

Resources for this unit:
 Students will return to the *Leyendas mexicanas* and will read a selection of the following: "El sol y la luna", "Los novios", "La china poblana", "El fraile y el alacrán", "La Virgen de Guadalupe" "La casa de los azulejos".
 Students will read, listen to, or create selected fairy tales including "Ricitos de oro y los tres osos", "Caperucita roja", "El flautista de Hamelin" y "La sirenita".
 Article on "Estereotipos" (optional)
 Internet sites include:
 g-world Magic Tales of Mexico.url

http://www.u.arizona.edu/~smusser/fairy_tales.html
<http://www.tu.cl/index.htm>

An on-line collection of short stories and fables:
http://www.spanish-kit.net-files-esh_elementary_spanish_reader.pdf.url
 DVD: *La Catrina* [selected episodes];
Exprésate 2 DVD – selections that link to this theme

Grammatical focus: Introduction and development of the imperfect tense as compared to the preterit tense; Progressive tenses

THEMATIC UNIT	GUIDING QUESTIONS
THE ROLE OF ART AND MUSIC	<p><i>What role does art / music play in reflecting the history or culture of a society?</i></p> <p><i>How did life experiences influence the art of Frida Kahlo and Diego Rivera? How does their art reflect the society in which they lived?</i></p> <p><i>What are examples of art / music from other ages in Mexican civilization? How do these examples reflect the society and culture of the people who created them?</i></p>

Resources for this unit:

Ya Verás 3 Unidad 3: *El arte y la música en el mundo hispano*
 Internet sites on Frida Kahlo: www.fridakahlofans.com/biobriefsp.htm
http://www.pbs.org/weta/fridakahlo/life/gallery_esp_frida_17.html
 Selections from *Leyendas mexicanas*
 DVD: *La Catrina* [selected episodes]
 DVD: *Frida*
 DVD: *La Bamba*

Grammatical focus: Double object pronouns; Introduction of the future tense;
Introduction of the conditional mood; por v. para; "Haber" tenses

THEMATIC UNIT	GUIDING QUESTIONS
<p style="text-align: center;">(OPTIONAL)</p> <p>TRAVEL ENRICHES OUR LIVES</p> <p><i>Travel opens our minds to other people and their cultures</i></p> <p>[Refrán: <i>Viajando se aprende mucho</i>]</p>	<p><i>What can travel do to enhance our perception of the world?</i></p> <p><i>How do we plan for an upcoming event? ... for a trip? How do we ask for information or directions in a familiar situation? ... in an unfamiliar situation? How do we give information or directions to others?</i></p> <p><i>What kinds of foods and meals would you find in various Hispanic countries? How would you describe a traditional meal enjoyed in that country? Do you eat these foods at home?</i></p> <p><i>What are the cultural influences of bullfighting? How does bullfighting differ from the American concept of a sporting event?</i></p> <p><i>How does climate encourage [or discourage] tourism? Which countries would you like to visit? What would you do there? How can you learn more about a culture by visiting its cities?</i></p>

Resources for this unit:
Viva el toro, a mini-novel.
Students will read the mini-novel, which highlights the experiences of an American teenager in Spain as well as plan a virtual trip to various sites in a Hispanic country.
DVD: *La Catrina* [selected episodes]; *Exprésate 2* DVD – selections that link to this theme
Optional vocabulary resource:
Ya Verás 3 Unidad 2, *Vamos de viaje*
Gramatical focus: *Por* and *para*; Negative expressions; Haber tenses for recognition only

Current resources for the Spanish 3 course include:

- Leyendas mexicanas: *La china poblana, Los novios, El sol y la luna, and others*
- Roberto Clemente, electronic articles on this baseball player
- Frida Kahlo, reading on the artist, her life, and her work [Ya Verás 3], and teacher-generated material
- Viva el toro, a mini-novel about bullfighting in Spain
- Marianelia, a romantic novella taking place in 19th century Spain
- La Catrina video/DVD series and student workbook
-
-
-
-

Internet links for grammar and verbs

[Spanish Grammar Exercises](#) -

<http://www.indiana.edu>

A site created by Juan Manuel Soto Arriví, Indiana University
Very good for grammar practice for intermediate-advanced students.

[Basic Spanish for the Virtual Student](#)

<http://www.ilovelanguages.com/archive/bsvs/spanish.html>

A good resource for students: vocabulary and grammatical information is categorized and listed

[Spanish Grammar Exercises \(Colby College\)](#)

<http://www.colby.edu/>

A varied menu of traditional and interactive exercises in grammar and other areas

<http://my.hrw.com/index.jsp>

We have a subscription to the on-line *Exprésate 2* text and activities, including the DVD tutor and films.

<http://hrw.com/go/index.htm>

This is another *Exprésate 2* activity site for students

<http://www.spaleon.com>

A verb-training website

<http://www.quia.com/shared>

You can find many activities shared by teachers from everywhere

Cultural Websites include:

http://www.madridvirtual.com/en_index.htm

DHHS SPANISH 3 COURSE PERFORMANCE INDICATORS INCLUDING STRUCTURAL CONCEPTS		
ADVANCING	DEVELOPING	BEGINNING/EMERGING
Understand and communicate in a variety of timeframes, including events and experiences in the present, past and future: <i>presente, pretérito, imperfecto, construcción del infinitivo</i>	Understand and communicate in a variety of timeframes, including certain present experiences and those that would occur: <i>progresivo, futuro, condicional</i>	Recognize or specify past events or experiences: <i>past and present perfect tenses</i>
	Relate a situation, story, cultural legend, or fairy tale using the appropriate past tenses: <i>pretérito/imperfecto</i>	
Refer to people and things previously mentioned: <i>reflexive</i>	Recognize and refer to people and things previously mentioned in certain situations: <i>possessive pronouns; direct and indirect object pronouns; prepositional pronouns (applied to people)</i>	Recognize and understand people and things previously mentioned in certain situations: <i>double object pronouns; prepositional pronouns (applied to objects)</i>
	Clarify details of a situation or story by using appropriate structures: <i>por/para; ser/estar; 'a' personal</i>	
	Describe or respond using appropriate negative expressions: <i>no, nada, nunca, nadie,</i>	Recognize and describe or respond using appropriate negative and double negative expressions: <i>ningún, tampoco; ni..ni</i>
	Recognize and understand description to embellish interpersonal and presentational communicative skills: <i>adjective + 'mente', comparisons and superlatives</i>	
	Understand and use description to embellish interpersonal and presentational	

	communicative skills: <i>past particles as adjectives, selected adverbs</i>	
Express preferences, likes, dislikes: <i>Gustar</i>	Express preferences, likes, dislikes: <i>Using 'gustar' verbs like:</i> <i>encantar, parecer, fascinar, interesar, importar, doler, etc...</i>	

MADISON WORLD LANGUAGES DEPARTMENT PACING CHART

First Trimester of Course		
Course: Spanish 3	First 30 days	Second 30 days
Thematic Unit[s]:	Spain: Yesterday and Today	Hispanic Heroes; Fairy Tales and Legends
Information Presented During this Unit	Review of present tense Review of preterit tense Pertinent vocabulary [see below]	Introduction of imperfect tense Use of preterit v. imperfect tense Prepositional pronouns Direct and indirect object (Progressive tenses) Pertinent vocabulary [see below]
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language ? 4. How extensive and applicable is the student's vocabulary ? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Activities must be linked to the national standards.	Readings: 2 stories from <u><i>La gran aventura de Alejandro</i></u> <u><i>"Mariuela"</i></u> Speaking / Listening: [Standard 1] Introduction to your life (as compared w/ a character's life) Teacher-oriented power point Reading aloud Writing: Summarize story in your own words	Reading: "Roberto Clemente" Selections from <u><i>Leyendas Mexicanas</i></u> Listening / Speaking: [Standard 1] Present photographs from childhood using preterit and imperfect; present your hero to the class Teacher-oriented power point Audio exercises from Exprésate 2 Reading aloud "Catrina" episodes (1-7?) Writing: What is a hero? Who is your personal hero? Why?
Examples of Formative Assessments that Assess:	Mini-quizzes Comprehension questions (written and spoken) Web-quest Dialogues Performance of scenes (skit) Out of class reinforcement of structure (homework)	Mini-quizzes Comprehension questions (written and spoken) Web-quest Dialogues Performance of scenes (skit) Out of class reinforcement of structure (homework)

<p>maintain communication?</p> <p>6. How is the student's cultural understanding reflected in communication?</p> <p>Assessments must be linked to the national standards.</p>	<p>Collaborative group activities</p>	<p>Collaborative group activities</p>
<p>Summative Assessment Description</p> <p>Assessment must be linked to the national standards.</p>	<p>Written exam Presentational project Character analysis Mini-composition Presentation of visual aid Language lab evaluation</p>	<p>Written exam Presentational project Character analysis Mini-composition Presentation of visual aid Language lab evaluation</p>

Second Trimester of Course		
Course: Spanish 3	First 30 days	Second 30 days
Thematic Unit[s]:	Fairy Tales and Legends (continued)	The Role of Art and Music
Information Presented During this Unit	(Progressives) Future and Conditional Commands Double Object Pronouns Pertinent vocabulary [see below]	Por v. Para Haber tenses Negative words Pertinent vocabulary [see below]
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language ? 4. How extensive and applicable is the student's vocabulary ? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Activities must be linked to the national standards.	Readings: Selections from <u>Leyendas mexicanas</u> [to be determined by teachers] Listening / Speaking: Selected episodes of "La Catrina" Teacher-oriented power point Audio exercises from Exprésate 2 Reading aloud Writing: What will your life be like when you are an adult? What would you do if you were a character from "La Catrina"	Readings: Selections from <u>Ya Verás 3</u> , Unit 3 Listening/ Speaking: Selected episodes of "La Catrina" Teacher-oriented power point Audio exercises from Exprésate 2 Reading aloud Writing: What has happened in "La Catrina" thus far? What had happened to characters from "La Catrina"? What had happened in the lives of Hispanic artists?

<p>Examples of Formative Assessments that Assess:</p> <ol style="list-style-type: none"> 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Assessments must be linked to the national standards.</p>	<p>Mini-quizzes Comprehension questions (written and spoken) Web-quest Dialogues Performance of scenes (skit) Out of class reinforcement of structure (homework) Collaborative group activities</p>	<p>Mini-quizzes Comprehension questions (written and spoken) Web-quest Dialogues Performance of scenes (skit) Out of class reinforcement of structure (homework) Collaborative group activities</p>
<p>Summative Assessment Description</p> <p>Assessment must be linked to the national standards.</p>	<p>Written exam Presentational project Character analysis Mini-composition Presentation of visual aid Language lab evaluation</p>	<p>Written exam Presentational project Character analysis Mini-composition Presentation of visual aid Language lab evaluation</p>

THIRD YEAR WORLD LANGUAGE STUDENT PERFORMANCE INDICATORS [INTERMEDIATE LEARNER RANGE]	
COMMUNICATION Communicate in Languages Other Than English	
Interpersonal Standard 1.1: How do I use another language to communicate with others? <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Emerging Exchange information with peers and the teacher about events in their everyday lives; Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time; Ask and respond to directions and to questions for clarification; Pause frequently to search for words when interacting with others;</p> <p>Developing Exchange information with peers and the teacher about past and planned experiences; Acquire goods and/or services through basic negotiations and exchange of monies; Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners; Comprehend messages that include some unfamiliar grammatical structures; Begin to apply familiar structures to new situations; Respond to factual and interpretive questions; Express thoughts, ideas, opinions, emotions, wants, and needs when interacting on familiar topics; Meet practical writing needs on familiar topics by recombining learned vocabulary and structures demonstrating control of present time and some control of other time frames.</p> <p>Advancing Maintain discussions where some responses may be unpredictable; Discuss a given topic of interest after class</p>

	<p>discussions and compositions on the topic; Meet practical writing needs on familiar topics by recombining learned vocabulary and structures demonstrating full control of present and some past time frames and some control of future time frames.</p>
Interpretive Standard 1.2: How do I understand what others are trying to communicate in another language? Students understand and interpret written and spoken language on a variety of topics	<p>Emerging Take some notes on a given topic presented by the teacher or classmate; May not comprehend all details with familiar topics; View video or comic strip without sound or words and collaboratively write dialog;</p> <p>Developing Summarize or establish the sequence of events in a new story; Read and summarize an authentic magazine or newspaper article; Extract information from authentic materials such as menus and advertisements; Understand and take some notes on a given topic or conversation presented by an unfamiliar voice [on film or audio recording]; Identify main ideas and some specific information on a limited number of topics presented by teacher or peers; View video or comic strip without sound or words and write own dialog or summary; Read and respond creatively to texts and music (designing a poster, etc.); Work collaboratively to explore and obtain information cultural elements via the Internet;</p> <p>Advancing Comprehend unfamiliar text using contextual clues; Read a short story or legend and summarize events or identify and describe characters or respond to key questions about the reading; Read or listen to a passage and respond to questions using factual or interpretive answers; Read a passage and interpret the meaning of new words that are key to the</p>

	<p>comprehension of the story; Identify main ideas and some specific information on a limited number of topics presented by an unfamiliar voice or in an authentic passage unfamiliar to the class; Work independently to research current events of other countries via the Internet, newspaper articles, and other media;</p>
<p>Presentational Standard 1.3: How do I present information, concepts and ideas in another language in a way that is understood?</p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Emerging Retell events of video or story using notes; Recite skits and selected passages or poems; Make brief presentations to the class on topics of personal interest or topics that have been studied in other subject areas; Write and present an original story on a familiar topic; Developing Narrate or give an oral report in a variety of time frames, including present, past, and future tenses; Prepare an oral or written summary of the characters or plot in selected passages of age-appropriate literature; Write a composition on a familiar topic using a variety of time frames studied during the year and using vocabulary related to stories and themes in this level; Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners; Effectively use repetition and gestures to assist them in communicating meaning in the target language; Communicate oral and written information with sufficient accuracy that listeners and readers understand most of what is presented. Advancing Prepare an oral or written summary of the plot, themes, and characters in selected passages of age-appropriate literature; Effectively use rephrasing to assist them in communicating in the target language; Communicate oral and written information with accuracy.</p>

CULTURES Gain Knowledge and Understanding of Other Cultures	
<p>Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Emerging Observe and discuss patterns of behavior typical of young people in the target cultures; Use appropriate etiquette in initiating and responding in conversations via telephones, public places, etc. (formal vs. informal speech, greetings); Use appropriate gestures and body language of the target cultures;</p> <p>Developing Use appropriate vocabulary and idiomatic expressions when communicating familiar topics; Recognize some differences between accents and vocabulary used within the target cultures; Identify and discuss themes, ideas, and perspectives that are related to the practices and perspectives of the target cultures.</p> <p>Advancing Recognize and discuss differences between accents and vocabulary used within the target cultures; Analyze, and evaluate themes, ideas, and perspectives that are related to the practices and perspectives of the target cultures.</p>
<p>Standard 2.2: How do I use my understanding of culture to function appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Emerging Recognize and/or taste/make foods and crafts from target cultures; Research a cultural region of the target culture(s);</p> <p>Developing Identify differences between cultural products such as foods, art, currency, sports, and music; Compare shopping practices in the target culture (e.g. bartering, bargaining, etc.); Describe, compare, and contrast the different countries they have studied: Spain, Mexico and Puerto Rico; France and other Francophone countries. Recognize some historical influences in selected products of the target culture;</p>

	<p>Advancing Identify the differences and similarities between subcultures within the target culture: In Spanish, students will study the differences and similarities between Mexico and Spain; In French, students will study the differences and similarities between France, Canada, and Africa; Identify and discuss some historical influences in selected products of the target culture.</p>
<p>CONNECTIONS Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>Emerging Recognize differences in authentic documents dealing with weather, climate, geography, currencies, shopping, etc. with those from the USA; Acquire information from a variety of other subjects and integrate it into the world language classroom, e.g.: Convert foreign currency to dollars and vice versa; Tell time according to the 24-hour clock; Metric system.</p> <p>Developing Acquire detailed information from authentic documents in the world language classroom and on the world wide web to compare and contrast climate, geography, currencies and costs of goods and services, celebrations, etc. in the home and target culture; Identify how selected music, art, and literature reflect the target culture; Exhibit fairly good accuracy in capitalization and punctuation when target language differs from English.</p> <p>Advancing Derive meaning by comparing target language structures with those in English; Use information and critical thinking through world language study to expand personal knowledge.</p>

<p>Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</p> <p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Emerging/Developing Use multimedia resources including authentic films, periodicals, and internet sites to expand understanding and to integrate it with knowledge of other subjects; Advancing Use a dictionary to accurately identify difference in meaning in choosing an accurate word or expression in the target language; Identify differences in viewpoint concerning historical, cultural, or current events when connecting with target culture media</p>
<p>COMPARISONS Develop Insight into the Nature of Language and Culture</p>	
<p>Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p>Emerging Use a dictionary to validate vocabulary; Identify the use of certain cognates, sayings, and idiomatic expressions unique in the target language; Access a wide variety of material that includes multicultural themes in fiction and non-fiction readings; Show an awareness of differences in pronunciation between languages; Developing Understand how cognates, sayings, and idiomatic expressions reflect culture; Using a wide variety of material identify multicultural themes in fiction and non-fiction readings; Use oral and written language to relate personal experiences and to construct original stories; Identify and discuss specific cultural differences or cultural traditions in the target language; Advancing Expand comprehension strategies to predict outcomes; Interpret and analyze information presented visually (through art, drama, film, etc.);</p>

<p>Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Emerging Show an understanding of traditions and celebrations in the target culture and how they correlate to our own.</p> <p>Developing Compare and contrast art forms, including architecture, art, and music across cultures; Investigate and report on cultural traditions and celebrations that exist across cultures;</p> <p>Advancing Use new information and perspectives to discuss the differences across cultures and to begin to explain the reasons for such differences; Identify universals among human experiences and demonstrate respect for people of other cultures.</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p>	
<p>Standard 5.1: How do I use my knowledge and culture to broaden my opportunities?</p> <p>Students use the language both within and beyond the school setting</p>	<p>Emerging Write and illustrate stories to present to others;</p> <p>Developing Research using authentic Internet or printed material in the target language; Share the information retrieved from their research with the class in the target language according to a rubric prepared in advance;</p> <p>Advanced Participate in clubs or activities which raise global awareness; Perform for a celebration in which the target culture or language is highlighted.</p>
<p>Standard 5.2: How do I use my knowledge and culture to enrich my life?</p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Emerging/Developing Play sports or games from the target culture; Use the language outside of the classroom for enjoyment, e.g. by watching target language movies at home; Experience the target cultures by enjoying meals prepared in these cultures at home or elsewhere;</p> <p>Advancing Interact with members of the community who may speak the target language or have ties to the target cultures.</p>

SPANISH 4 COURSE
DANIEL HAND HIGH SCHOOL
 Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding
UNDERSTANDING THE DIVERSITY OF HISPANIC CULTURES
WILL ENRICH THE OPEN-MINDED LEARNER

Essential Questions for the year:

- | | |
|----------------|---|
| Communication: | <i>How can you tell others about present, past, and future events and experiences and about possible experiences in the future?</i> |
| Cultures: | <i>How does communication in Spanish change when traveling from Spain to other Hispanic countries?</i> |
| Connections: | <i>How does history affect the cultural attitudes in Spain, Argentina, and Puerto Rico?</i> |
| Comparisons: | <i>How do lifestyles in Spain, Argentina, and Puerto Rico differ?
What are some common threads that link these cultures?</i> |
| Communities: | <i>What additional electronic or DVD programs can help expand my grasp of the Spanish language and the diverse cultures who are influenced by it?</i> |

THEMES	GUIDING QUESTIONS
CULTURE, HISTORY, LANGUAGE, AND TRADITIONS OF SPAIN, ARGENTINA, AND PUERTO RICO	<p><i>How do the great cities in Spain compare with Buenos Aires and San Juan, Puerto Rico, historically and culturally?</i></p> <p><i>How does vocabulary change from one Hispanic country to another? How do accents change? Are there differences in foods or meals? How does the role of religion vary from country to country?</i></p> <p><i>How does the history of Spain, Argentina, and Puerto Rico effect the modern day population of these countries? How do you ask for and give directions if visiting a Spanish-speaking city?</i></p>

THEMES	GUIDING QUESTIONS
RELATIONSHIPS AND FEELINGS: ROMANTIC LOVE AND CULTURAL ATTITUDES TOWARDS LOVE THROUGH THE AGES	<i>How do perceptions of love change through the ages? What is your perception of the perfect boyfriend/girlfriend? How do the characters in the <u>leyendas</u> and in <u>Destinos</u> handle their romantic lives? Would you do the same, for example, would you cut off your hand to save your father's life?</i>
HISPANIC INFLUENCE IN THE USA: CUBANS IN FLORIDA AND PUERTO RICANS IN NY	<i>How has Hispanic culture dramatically infiltrated the American culture? How have Puerto Ricans enhanced the culture of New York? How have the Cubans contributed to the cultural lifestyle of Miami and Tampa? Why do Puerto Ricans enjoy the rights of US citizenship? Where do the three major Puerto Rican political groups differ in their agendas for the future of Puerto Rico? Who is Fidel Castro? Who is Bautista? Why have there been two huge waves of Cuban immigration to this country?</i>
DECISION MAKING AND CONSEQUENCES	<i>How does the decision-making of the characters in the <u>leyendas</u> and those in <u>Destinos</u> impact the lives of those around them? How do you feel about the decisions made by the characters in <u>Destinos</u>? What would you have done differently if you were part of the scenario? How do you feel about the decisions made in the <u>leyendas</u>? What would you have done differently? What kinds of decisions do you have to make on a regular basis? What is risk-taking? What are the consequences of making poor decisions as a teenager in Madison? What would the consequences be if you made a poor decision and were caught in one of the stories read: in Cuba or another dictatorship?</i>

RESOURCES FOR THE SPANISH 4 COURSE

Destinos DVD Series, episodes 1-26

DVD : Spain, Globetrekker Argentina, Puerto Rico

Historical Readings on Spain [Madrid, etc.] and Argentina [Pampa, gauchos] and on Puerto Rico from "Nuevos Destinos"

[DVD about the Plaza de Mayo in Buenos Aires, La Historia Oficial]

Leyendas de España: El rescate; El puñal de Misericordia; La dama de piedra; El misterio de las joyas perdidas

Internet links for grammar and verbs:

[Spanish Grammar Exercises](#) - A site created by Juan Manuel Soto Arriví, Indiana University. Very good for grammar practice for intermediate-advanced students.

[Basic Spanish for the Virtual Student](#) - A good resource for students: vocabulary and grammatical information is categorized and listed

[Spanish Grammar Exercises \(Colby College\)](#) - A varied menu of traditional and interactive exercises in grammar and other areas

News Web Sites that correlate with the *Destinos* Program:

Seville/Madrid

ABC

<http://www.abc.es>

El País

<http://www.elpais.es>

Prado

<http://museoprado.mcu.es/>

Buenos Aires

La Nación

<http://www.lanacion.com.ar>

Mexico City

La Jornada

<http://serpiente.dgsca.unam.mx/jornada/>

Puerto Rico

El Nuevo Herald Digital (Miami-based)

<http://www.elherald.com>

SPANISH 4 HONORS COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding :
UNDERSTANDING THE HISPANIC WORLD THROUGH LIFE EXPERIENCES

Essential Questions for the year:

Communication: Why is a knowledge of idiomatic and culturally appropriate expressions essential when communicating with Spanish-speaking people from various areas of the world?

Cultures : How do you react to differences in another culture ?

Connections : How do we connect with other cultures in a world-wide arena?

Comparisons : How do the traditions, including the products, and practices of my country compare with those of Latin American countries ?

Communities : How can our class connect with the Hispanic community in our area and elsewhere?

THEMES	A MENU OF GUIDING QUESTIONS Please note that each teacher will develop his/her own questions based on the most current resources used with the themes listed to the left. The questions below represent some of the topics that may be discussed.
Experiences from Latin America	How do cultural traditions differ among Spanish-speaking countries? How do historical events and personalities affect the attitudes of a people? How do the attitudes of a people affect current events and vice versa? Why is there poverty, unrest, etc., in the area we are studying? Why do people choose to leave their country / home / family to live in another country? How does life in Madison compare with life in various areas of Latin America? How can we make a difference in today's world?
Experiences from Spain	How does the climate and landscape affect Spanish life and attitude? What attitudes are universal? Which are affected by cultural traditions? How do historical events affect the attitudes of the Spanish people today?

Problem solving when traveling in another country	<p>What do you do when you don't know how to say a word?</p> <p>How do you ask for and give advice, directions, and information?</p> <p>How do you find the authorities if you need them in a Spanish-speaking country?</p> <p>How do you report an accident, robbery, or other crime in Spanish?</p> <p>What kinds of dishes are available to vegetarians in Argentina and other Hispanic countries?</p> <p>What are the necessities when traveling?</p> <p>How do you go about asking for or finding a needed item when traveling in a Spanish-speaking country?</p>
---	---

RESOURCES FOR THE SPANISH 4 HONORS COURSE:

For grammar practice:

- Amsco Spanish Three Years, Second Edition

Selected literary and cultural readings:

- Articles from current Spanish language periodicals including:

Newspapers: La voz hispana, Registro, Los Andes, El tiempo

Internet link to elperiodico.com

Selections from Encuentros culturales

- Short stories, including:

Selections from Album

Selected plays

- Musical lyrics of contemporary music

A Diós le pido

Guantanamera

Current songs popular with young people today

- Television programs:

¿Qué dice la gente? Game show

Selected programs that either portray Latin American cultural values or that connect to our popular programs in the USA

- Films:

Authentic telenovelas

- Internet Links: www.rd.com/selecciones/

for vocabulary building and reading comprehension

DHHS SPANISH 4 HONORS PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
ADVANCING	DEVELOPING	EMERGING
Understand and communicate in a variety of time frames: present, present progressive, preterite, imperfect and past perfect, acabar de, false future,	Understand and produce complex statements concerning needs, wants, desires, possibilities, conditions, etc: subjunctive [present,perfect,imperfect,pluperfect] conditional [present and past]	
Communicate using cultural/linguistic concepts unique to the language: reflexive verbs; ser/estar; passive voice; seguir/continuar; idiomatic expressions; verbs followed by certain prepositions; prepositions followed by infinitivos; past participle used as adjective	Express probability and wonder using conditional and future tenses	
Refer to previously mentioned people, places, and things: personal, possessive, prepositional, demonstrative pronouns		

DHHS FOURTH YEAR SPANISH STUDENT PERFORMANCE INDICATORS	
COMMUNICATION	
Communicate in Languages Other Than English Interpersonal Standard 1.1: How do I use another language to communicate with others? Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	Exchange information about daily life and routines; Exchange information, ideas, and opinions about the themes covered in class; Command and request others to do things; Ask for and give directions, information, and advice; Discuss events in the present and past as well as future or probable events;
Interpretive Standard 1.2: How do I understand what others are trying to communicate in another language? Students understand and interpret written and spoken language on a variety of topics	React to readings and episodes viewed; Read or listen to passages and respond to questions about the information presented; Comprehend the plot, main ideas, or themes of passages read or heard in class; Identify principal characters and main ideas of selected authentic and adapted texts; Retrieve information individually or collaboratively from a variety of written and electronic sources.
Presentational Standard 1.3: How do I present information, concepts and ideas in another language in a way that is understood? Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Describe events in the present and past as well as future or probable events; Speculate about what may or could happen, using class material as a springboard for discussion; Summarize the plot of passages read or scenes viewed; Prepare a journal of daily or weekly activities; Present information on topics covered in class or those of current or historical interest to the class.

CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture? Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	Observe, identify, and react to the history, culture, and traditions of the countries and communities studied; Observe, identify, and discuss patterns of behavior typical of young people in the target culture[s].
Standard 2.2: How do I use my understanding of culture to function appropriately in another culture? Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	Observe, identify, and taste foods from the countries and cultures studied; Identify, experience, or read about expressive forms of the target culture[s], including art, music, and literature.
CONNECTIONS Connect with Other Disciplines and Acquire Information	
Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa? Students reinforce and further their knowledge of other disciplines through the foreign language	Make connections to English vocabulary and structure through cognates and grammatical points; Use information from other subjects to complete class activities, such as map-reading, geography, weather and climate, historical events, currencies and conversions, classical and popular music, art and architecture through the ages, etc.
Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me? Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	Research using target language sites on the internet and other authentic sources available; Retrieve information from target language periodicals and films available locally

COMPARISONS Develop Insight into the Nature of Language and Culture	
Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages? Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Recognize and understand how idiomatic expressions and proverbs affect communication and reflect culture; Compare and contrast linguistic elements found in English and in the target language; Use the target language to relate experiences and to construct stories; Expand comprehension strategies to predict outcomes and to make comparisons.
Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures? Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Compare, contrast, and discuss art forms and music across cultures; Investigate and discuss cultural traditions and historical influences in the contemporary societies studied; Compare and contrast these traditions and influences and their impact on American society; Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture[s]; Use new information to explain similarities and differences across cultures; Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people[s] of other cultures.
COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
Standard 5.1: How do I use my knowledge and culture to broaden my opportunities? Students use the language both within and beyond the school setting	Discuss a variety of familiar topics in the target language; Interpret information regarding topics of personal, community, or world interest; Use technology to help communicate information in the target language to others, including internet research and communication, power point presentations, audio and visual recorded information.

Standard 5.2: How do I use my knowledge and culture to enrich my life? Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	View target language films for enjoyment; Read target language periodicals found online, in our libraries, or sold in our town; Eat at local restaurants featuring cuisine from other countries; Prepare dishes from other cultures at home.
---	---

SPANISH 4 HONORS STUDENT PERFORMANCE INDICATORS		
COMMUNICATION		
Communicate in Languages Other Than English	<p>Interpersonal</p> <p>Standard 1.1: How do I use my knowledge and culture to enrich my life and broaden my opportunities?</p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Exchange information about current and past events as well as aspirations in their personal lives;</p> <p>Discuss real life situations using a variety of advanced structures in the target language;</p> <p>Exchange ideas and opinions about readings, recordings, films, art, and music experienced in class;</p> <p>Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to listening to language learners</p>
<p>Interpretive</p> <p>Standard 1.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>React to and discuss readings and episodes viewed;</p> <p>Read or listen to passages and respond to questions about the information presented;</p> <p>Comprehend, discuss, and analyze the plot, main ideas, or themes of passages read or heard in class;</p> <p>Identify principal characters and main ideas of selected authentic and adapted texts;</p> <p>Retrieve information individually or collaboratively from a variety of written and electronic sources.</p>	
<p>Presentational</p> <p>Standard 1.3: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Describe events in the present and past as well as future or probable events;</p> <p>Speculate about what may or could happen, using class material as a springboard for discussion;</p> <p>Summarize the plot of passages read or scenes viewed;</p> <p>Prepare a journal of daily or weekly activities;</p> <p>Present information on topics covered in class or those of current or historical interest to the class.</p>	

CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture? Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	Observe, identify, and react to the history, culture, and traditions of the countries and communities studied; Observe, identify, and discuss patterns of behavior typical of young people in the target culture[s]. Experience and discuss different cultural aspects of Spanish or French-speaking people through student presentations, videos, native speaker presentations and teacher's own personal experiences.
Standard 2.2: How do I use my understanding of culture to function appropriately in another culture? Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	Observe, identify, and taste foods from the countries and cultures studied; Identify, experience, or read about expressive forms of the target culture[s], including art, music, and literature.
CONNECTIONS Connect with Other Disciplines and Acquire Information	
Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa? Students reinforce and further their knowledge of other disciplines through the foreign language	Point out similarities and differences of certain grammar points in the English language with the target language; Study geography of the Spanish and French-speaking world combined with certain cultural aspects of each country; Use information from other subjects to complete class activities, such as map-reading, geography, weather and climate, historical events, currencies and conversions, classical and popular music, art and architecture through the ages, etc.
Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me? Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	Research using target language sites on the internet and other authentic sources available; Retrieve information from target language periodicals and films available locally.

COMPARISONS Develop Insight into the Nature of Language and Culture	
Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages? Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Recognize and understand how idiomatic expressions and proverbs affect communication and reflect culture; Compare and contrast linguistic elements found in English and in the target language; Use the target language to relate experiences and to construct stories; Expand comprehension strategies to predict outcomes and to make comparisons.
Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures? Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Compare, contrast, and discuss art forms and music across cultures; Investigate and discuss cultural traditions and historical influences in the contemporary societies studied; Compare and contrast these traditions and influences and their impact on American society; Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture[s]; Use new information to explain similarities and differences across cultures; Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people[s] of other cultures.
COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
Standard 5.1: How do I use my knowledge and culture to broaden my opportunities? Students use the language both within and beyond the school setting	Discuss a variety of familiar topics in the target language; Interpret information regarding topics of personal, community, or world interest; Use technology to help communicate information in the target language to others, including internet research and communication, power point presentations, audio and visual recorded information.

Standard 5.2: How do I use my knowledge and culture to enrich my life? Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	View target language films for enjoyment; Read target language periodicals found online, in our libraries, or sold in our town; Eat at local restaurants featuring cuisine from other countries; Prepare dishes from other cultures at home.
---	---

SPANISH 5 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding

CIRCUMLOCUTION IS AN INDICATOR OF AN ADVANCED, PROFICIENT STUDENT

Essential Questions for the year:

- | | |
|-----------------------|--|
| <i>Communication:</i> | <i>How can you communicate your opinions, hopes, and wishes to others?</i> |
| <i>Cultures:</i> | <i>How does the Mexican world impact our world and why?</i> |
| <i>Connections:</i> | <i>How does Mexican and American history intertwine?</i> |
| <i>Comparisons:</i> | <i>How does Mexican family life compare with that of other Hispanic countries as well as to the United States?</i> |
| <i>Communities:</i> | <i>How can I reach out to the Mexican community living and working on the shoreline?</i> |

THEMES	GUIDING QUESTIONS
RELATIONSHIPS AND FEELINGS	<i>Do Mexican families have to deal with the same marital issues as we do? How do you feel about the problems that the Castillo family is experiencing: addiction, divorce, bankruptcy? How do families in Madison deal with these kinds of problems? How do you feel about the mother-daughter relationship between Maria and Raquel? How would your family deal with similar issues? How would you resolve the long-distance relationship that Raquel and Arturo have? Personally, how can you relate to the situations described in <u>Destinos</u>? For example, boy/girlfriend, engagements, marriage, honeymoon, etc.</i>
PROFESSIONS / MEDICAL TERMS	<i>What did the characters want to become as adults? What are the professions of all the characters in <u>Destinos</u>? What field of study interests you? What do you plan on being when you are an adult? What are key expressions that you may need if you were in an Hispanic hospital? How would you ask for medical help in a Spanish-speaking country?</i>

THEMES	GUIDING QUESTIONS
NAVIGATING THROUGH A CITY: FOCUS ON RESTAURANT, POST OFFICE, BANK	<i>How do you order in a Mexican restaurant? What are foods like? How do mealtimes differ from Mexico to America? What kinds of questions do you need to ask to buy stamps, send post cards, get money from a bank, etc? How do you start a checking or savings account anywhere? What differences might you find if you had to use a bank in Mexico?</i>
HISTORY, CULTURE AND FAMILY LIFE IN MEXICO	<i>How do the ancient Mayan and Aztec civilizations impact modern day Mexico? How does Mexican family life compare and contrast with family life in the US? How does the Mexican-American War and the Mexican Revolution impact the US today?</i>
LEISURE ACTIVITIES AND MEXICAN CELEBRATIONS	<i>What are some celebrations unique to Mexico and when are they celebrated? Why are they celebrated? What is their historical background? What are some activities people can do while vacationing in Mexico? What would you do if you spent a vacation there? What can you do in Mexico City and Guadalajara?</i>
ANIMALS AND LEGENDS	<i>How do Mexican legends compare with legends and fables you learned as a child? Why do you think animals are used as characters in legends? Can you distinguish between farm, forest, jungle, and aquatic animals? Can you describe in great detail these animals? Can you personify these animals in order to create a legend? Can you complete a creative legend or fable using that animal and the tools you have in Spanish? Can you recreate this legend orally in Spanish to the class?</i>
As a summative assessment for this course, students are asked to create an original legend, based on those studied throughout the year. The legend is presented to the class aloud and in written form for a final evaluation.	

RESOURCES FOR THE SPANISH 5 COURSE

Destinos DVD Series, Episodes 26-52

Nuevos Destinos series and accompanying historical readings

Other DVD's, including, *Our Lady of Guadalupe, Mexico, Comidas latinoamericanas, etc.*

Historical readings from *Nuevos Destinos* covering the Mexican-American War, Mexican Revolution, etc.

Leyendas mexicanas, selected readings including: *El león y el grillo, El enano de Uxmal, La Virgen de Guadalupe*

Internet links for grammar and verbs:

[Spanish Grammar Exercises](#) -

A site created by Juan Manuel Soto Arriví, Indiana University

<http://www.indiana.edu/%7Ecall/ejercicios.html>

Very good for grammar practice for intermediate-advanced students.

[Basic Spanish for the Virtual Student](#)

A good resource for students: vocabulary and grammatical information is categorized and listed

<http://www.ilovelanguages.com/archive/bsvs/spanish.html>

[Spanish Grammar Exercises \(Colby College\)](#)

A varied menu of traditional and interactive exercises in grammar and other areas

<http://www.colby.edu/%7Ebknelson/exercises/index.html>

News Web Sites that correlate with the *Destinos* Program:

Seville/Madrid

ABC

<http://www.abc.es>

El País

<http://www.elpais.es>

Prado

<http://museoprado.mcu.es/>

Buenos Aires**La Nación**

<http://www.lanacion.com.ar>

Mexico City

La Jornada

<http://serpiente.dgsca.unam.mx/jornada/>

Puerto Rico

El Nuevo Herald Digital (Miami-based)

<http://www.elherald.com>

DHHS SPANISH 5 COURSE PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Emerging
Understand and communicate about events and experiences going on in the present time, the past, and the future <i>all tenses in the indicative</i>		
Report, narrate, or describe a familiar past experience or a story <i>correct use of the preterit and imperfect tenses and of 'ser' and 'estar' in past tenses</i>		
Refer to people, objects, and places previously mentioned <i>prepositional and reflexive pronouns, direct and indirect object pronouns including position and double</i>		
Use with ease in familiar situations statements concerning wants, needs, desires, doubt, emotion, etc, concerning familiar subjects <i>present subjunctive with noun clauses</i>	Understand and produce complex statements of want, need, desire, doubt, emotion etc, as well as condition and probability <i>subjunctive [present perfect, and plus perfect]; past subjunctive and conditional sentences</i>	
Confidently express preferences, opinions, and feelings <i>'gustar-type' verbs</i>	Use specialized and precise language in certain situations <i>adverbial clauses, sequencing in the subjunctive</i>	
Express probability and wonderment <i>future and conditional sequence</i>	Produce statements of probability and wonderment <i>future and conditional perfects sequence</i>	

DHHS SPANISH 5 STUDENT PERFORMANCE INDICATORS	
COMMUNICATION	
<p>Interpersonal</p> <p>Standard 1.1: <i>How do I use another language to communicate with others?</i></p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Exchange information about current and past events as well as aspirations in their personal lives;</p> <p>Discuss daily routines and real life situations using a variety of advanced structures in the target language;</p> <p>Exchange ideas and opinions about readings, recordings, films, art, and music experienced in class;</p> <p>Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to listening to language learners</p>
<p>Interpretive</p> <p>Standard 1.2: <i>How do I understand what others are trying to communicate in another language?</i></p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Identify principal characters and main ideas of selected authentic and adapted texts;</p> <p>React to and respond to readings concerning history, culture and Mexican legends;</p> <p>View, react, discuss, and respond to the events and actions in the <i>Destinos</i> series;</p> <p>Understand and interpret spoken language by watching and listening to the DVD and audio CD's from the <i>Destinos</i> series.</p> <p>Comprehend, discuss, and analyze the plot, main ideas, or themes of passages read or heard in class</p>
<p>Presentational</p> <p>Standard 1.3: <i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Articulate ideas and opinions concerning the <i>Destinos</i> series;</p> <p>Express desires and wishes;</p> <p>Describe events in the present and past as well as future or probable events;</p> <p>Speculate about what may or could happen, using class material as a springboard for discussion;</p> <p>Summarize the plot of passages read or scenes viewed.</p> <p>Present information on topics covered in class or those of current or historical interest to the class;</p> <p>Create a legend and present it to the class and in writing to the teacher.</p>

CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: <i>How do I use my understanding of culture to communicate appropriately in another culture?</i> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	Observe, identify, discuss, and compare the cultures of Spain, Argentina, Puerto Rico, and Mexico Experience through reading, viewing, and teacher presentations and analyze the lifestyles of Hispanic cultures; Appreciate the cultural differences in those countries
Standard 2.2: <i>How do I use my understanding of culture to function appropriately in another culture?</i> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	Master the vocabulary and grammar necessary to sleep, eat, travel, and bank in a Hispanic country; Observe, identify, and taste foods from the countries and cultures studied; Identify, experience, or read about expressive forms of the target culture[s], including art, music, and literature.
CONNECTIONS Connect with Other Disciplines and Acquire Information	
Standard 3.1: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i> Students reinforce and further their knowledge of other disciplines through the foreign language	Point out similarities and differences in vocabulary and of certain grammar points in the English language with the target language; Study geography of the Spanish speaking world combined with certain cultural aspects of each country; Use information from other subjects to complete class activities, such as geography, weather and climate, historical events, currencies and conversions, fables and legends, classical and popular music, art and architecture through the ages, etc. Experience Hispanic foods and celebrations of different Hispanic holidays
Standard 3.2: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	Read about and observe the history of the above Hispanic countries using as many authentic sources as possible, including the <i>Leyendas mexicanas</i> and articles found in <i>Nuevos destinos</i> . Research using target language sites on the internet and other authentic sources available; Retrieve information from target language periodicals and films available locally.

COMPARISONS Develop Insight into the Nature of Language and Culture	
Standard 4.1: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Recognize and understand how idiomatic expressions and proverbs affect communication and reflect culture; Compare and contrast linguistic elements found in English and in the target language; Use the target language to relate experiences and to construct stories; Expand comprehension strategies to predict outcomes and to make comparisons.
Standard 4.2: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Compare, contrast, and discuss art forms and music across cultures; Investigate and discuss cultural traditions and historical influences in the contemporary societies studied; Compare and contrast these traditions and influences and their impact on American society; Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture[s]; Use new information to explain similarities and differences across cultures; Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people[s] of other cultures.
COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
Standard 5.1: <i>How do I use my knowledge and culture to broaden my opportunities?</i> Students use the language both within and beyond the school setting	Discuss a variety of familiar topics in the target language; Interpret information regarding topics of personal interest; Use technology to help communicate information in the target language to others, including internet research and communication, power point presentations, and audio and visual recorded information.

Standard 5.2: <i>How do I use my knowledge and culture to enrich my life?</i> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	View Spanish language films and television programs for enjoyment; Read Spanish language periodicals sold in our town; Eat at local restaurants featuring Hispanic cuisine Prepare favorite Hispanic dishes at home.
--	---

SPANISH 5 AP HONORS COURSE**DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding

AN EFFECTIVE COMMUNICATOR UNDERSTANDS OTHER CULTURES

Essential Questions for the year:

Communication: How do idiomatic expressions and culturally specific expressions help to clarify meaning in communication?

Cultures: How are the cultures different in various regions of Latin America and Spain?

Connections What factors determine success or problems in immigrating to the US?

Comparisons: What challenges would you encounter as an exchange student in a Hispanic country? How would these challenges compare to those faced by visitors to the United States?

Communities: How can I challenge myself to use Spanish outside of the classroom? How can I connect what I learn in Spanish with outside sources?

Unit for Trimester One:

THE SPANISH LANGUAGE CONNECTS MANY RICH AND DIVERSE CULTURES

THEMATIC UNIT/ READING GUIDING QUESTIONS	THEMATIC UNIT/ READING GUIDING QUESTIONS
IMMIGRATION MEXICO/ GUATEMALA/ USA Cajas de carton [selección]; La ruta del norte [CD program]	What problems do immigrant families encounter with regard to language, school, living conditions, and work, when settling in the United States?
HUMOR MEXICO Una carta a Dios	How is humor a manifestation of the culture of ethnic groups?
Nation/community in crisis	How do different communities respond to crisis?
FABLE SPAIN Los deseos	What is envy? What does "The grass is greener on the other side" mean to you? Can people live together in harmony without cooperation on everyone's part? What would you ask for if you had three wishes?
LA PAMPA URUGUAY El tiempo borra	Why does time seem to change things? How is the culture and geography of La Pampa unique? What is 'voseo'? What ties are unique between Uruguay and Argentina?

FAMILY HISTORY, IMPERIALISM, MIGRATION PUERTO RICO Preguntas	How have politics, corruption, and gringo imperialism affected the Puerto Rican people? How have communicable illnesses changed over the past several decades?
MÚSICA	What can we learn about the various Hispanic cultures through music?
HISPANIC YOUTH IN AMERICA MEXICO/ CALIFORNIA Movie – Ganas de Triunfar [Stand and Deliver]	What obstacles can Hispanic youth encounter in a high school setting? Which scenarios in high school classes give students the opportunity to learn more?
BEAUTY AND LOVE SPAIN Albanico	What are qualities you look for in a boyfriend/girlfriend? Which is more important to you: inner or outer beauty? What does the fan represent in Hispanic cultures? Why does understanding the use of gestures help in communicating with people from other cultures?

THEMATIC UNIT/ READING	GUIDING QUESTIONS
FABLE SPAIN <i>Los deseos</i>	<i>What is envy? What does "The grass is greener on the other side" mean to you? Can people live together in harmony without cooperation on everyone's part? What would you ask for if you had three wishes?</i>
LA PAMPA URUGUAY <i>El tiempo borra</i>	<i>Why does time seem to change things? How is the culture and geography of La Pampa unique? What is 'voseo'? What ties are unique between Uruguay and Argentina?</i>
FAMILY HISTORY, IMPERIALISM, MIGRATION PUERTO RICO <i>Preguntas</i>	<i>How have politics, corruption, and gringo imperialism affected the Puerto Rican people? How have communicable illnesses changed over the past several decades?</i>
MÚSICA PUERTO RICO <i>In mi Viejo San Juan</i> CUBA <i>Guantanamera</i>	<i>Why do Puerto Ricans find it easy to immigrate to the US whereas other Latin Americans sometimes have insurmountable difficulties in doing so?</i>
HISPANIC YOUTH IN AMERICA MEXICO/ CALIFORNIA Movie – <i>Ganas de Triunfar</i> [Stand and Deliver]	<i>What obstacles can Hispanic youth encounter in a high school setting? Which scenarios in high school classes give students the opportunity to learn more?</i>
BEAUTY AND LOVE SPAIN <i>Albanico</i>	<i>What are qualities you look for in a boyfriend/girlfriend? Which is more important to you: inner or outer beauty? What does the fan represent in Hispanic cultures? Why does understanding the use of gestures help in communicating with people from other cultures?</i>

SPANISH 5 AP HONORS COURSE*Unit for Trimester 3***THE FIVE C'S:****COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, COMMUNITIES**

THEMATIC UNIT	GUIDING QUESTIONS
<p>PRACTICE MAKES PERFECT!</p> <p>What elements are necessary to be a competent communicator of Spanish?</p>	<p>How can I communicate better in Spanish?</p> <p>How do I use Spanish in order to understand and converse comfortably with a sympathetic native speaker?</p> <p>How can I transmit culture when I communicate?</p> <p>How can I identify areas that I need to improve upon? How do I improve?</p> <p>What areas in Spanish language are similar to English? Which are unique to Spanish?</p> <p>What can I do outside the classroom to communicate more in Spanish?</p>

Course Overview

- Worksheet packet – Collection of websites and exercises that serve as homework activities.
 - Emphasis on AP test practices: sustained speaking for 2 minutes; writing prompts in and out of class; syntactical exercises; etc.
 - AP Spanish: three activities per week, assessed by teacher/students, encourages self evaluation in order to identify strengths and weaknesses.
- Two formal assessments - encourage students to use a more sophisticated level of language use that should bring their performance level to a pre-advanced learned range.
- Project for this trimester is a 2-minute presentation summarizing an article from Selecciones. Students are required to share 5 vocabulary words or expressions from that article.
 - AP Language Examination in May

Vocabulary

Comes from the Glossary in *Álbum* as well as from lists generated throughout the year on words and expressions of interest to the class.

Projects

Research and create dialogues between American exchange students who encountered problems or a difference while living in another country, 2 minutes in length;
Student-generated vocabulary study; Q/A session.

Resources

Álbum, Valette & Renjilian-Burgy
Cajas de cartón [selección]
Una carta a Dios
El tiempo borra
Preguntas
Albanico
Casa tomada
AP Spanish, José Díaz, et al
Selecciones [Reader's Digest in Spanish]

Other outside sources

Vuelo 93 [Video program from Univisión]
Los deseos – author unknown
Música - In mi Viejo San Juan [Puerto Rico]
Guantanamera [Cuba]
Ganas de Triunfar [Stand and Deliver] DVD
Qué dice la gente [popular TV program on Telemundo]
La ruta del norte - CD program about Guatemalan immigration to the US
Selecciones [Reader's Digest in Spanish]
La casa en Mango Street - an option for summer reading
Internet sites, where noted in unit plans

PERFORMANCE BEHAVIORS AND STRUCTURAL CONCEPTS		
ADVANCING	DEVELOPING	EMERGING
Confidently understand and communicate about events and experiences going on in the present time, the past, and the future, using connected sentences presente, presente progresivo, acabar de, preterito, imperfecto, perfect tenses, futuro falso, futuro		A LEVEL OF COMFORT AND RELATIVE EASE IN THE TARGET LANGUAGE IN SPONTANEOUS SITUATIONS OR CIRCUMSTANCES.
Communicate with relative ease complex statements concerning wants, needs, desires, doubt, emotion etc, as well as condition and probability condicional [presente y pasado], subjuntivo [presente, imperfecto]	Understand and produce complex statements of want, need, desire, doubt, emotion etc, as well as condition and probability subjunctive [present perfect, and plus perfect]; past subjunctive and conditional sentences	COMMUNICATING EXTEMPORANEOUSLY WITH OTHERS
Use culturally appropriate idiomatic expressions, as well as other parts of speech, to express precision in meaning idiomatic expressions, adjectives, adverbs, gerunds, possession,etc	Use specialized and precise language in certain situations, intricate concepts such as many ways to express to become; the use of cuyo; sino vs. pero; como si, relative pronouns etc.	CRITICAL THINKING SKILLS THROUGH ADVANCED READING COMPREHENSION ACTIVITIES.
Communicate the idea of possibility or condition using simple and complex sentences sequence of tenses; contrary to fact conditions; 'if' clauses		
Expand upon statements and ideas noun, adjective, and adverbial clauses		
Tell someone or others what to do or not to do All commands and indirect Commands		
Give suggestions or		

convince someone to do something		
	Use non-verbal behavior to convey meaning	
Confidently use selected modismos to emphasize, embellish, or react to a comment or situation		
Express a thought that is impersonal or objective impersonal constructions with 'se'		
Express with ease duration or time span hacer + time in a variety of tenses		

SPANISH 5 AP	
STUDENT PERFORMANCE INDICATORS	
COMMUNICATION	
Communicate in Languages Other Than English	
Interpersonal Standard 1.1: <i>How do I use another language to communicate with others?</i> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	Use language confidently and with ease, with few pauses; Use rephrasing and circumlocution to successfully communicate messages; Exchange information about current, past, and probable events as well as aspirations in their personal lives; Discuss real life situations using a variety of advanced structures in the target language; Exchange ideas and opinions about readings, recordings, films, art, and music experienced in and out of class; Compare and contrast how information is reported in both the target language and their own; Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to listening to language learners; Work collaboratively in the target language to develop solutions to problems that are of interest to the group.
Interpretive Standard 1.2: <i>How do I understand what others are trying to communicate in another language?</i> Students understand and interpret written and spoken language on a variety of topics	React to, respond to, and discuss readings and episodes viewed; Comprehend, discuss, and analyze the plot, main ideas, or themes of passages read or heard in class; Identify principal characters, main ideas, and relevant details of selected authentic and adapted texts; Retrieve information individually or collaboratively from a variety of written and electronic sources in the target language.

<p>Presentational</p> <p>Standard 1.3:</p> <p><i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Describe events in the present and past as well as future or probable events; Speculate about what may or could happen, using class material as a springboard for discussion; Summarize the plot of passages read or scenes viewed; Prepare regular entries for a journal; Present information on topics covered in class or those of current or historical interest to the class; Express opinions about and analyze stories, poems, plays, news articles, art, and music; Refer to a dictionary written entirely in the target language when preparing written and oral presentations.</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p>	
<p>Standard 2.1:</p> <p><i>How do I use my understanding of culture to communicate appropriately in another culture?</i></p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Observe, identify, and react to the history, culture, attitudes, and traditions of the countries and communities studied; Observe, identify, and discuss various patterns of behavior typical of people in the target culture[s]; Experience and discuss different cultural aspects of Spanish or French-speaking people through student presentations, videos, native speaker presentations, and the teacher's own personal experiences; Interact in a variety of cultural contexts that reflect activities within the target culture.</p>
<p>Standard 2.2:</p> <p><i>How do I use my understanding of culture to function appropriately in another culture?</i></p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Observe, identify, read about, or experience products and practices of the countries and cultures studied; Identify, experience, or read about expressive forms of the target culture[s], including the fine arts, classical and contemporary music, films, and literature.</p>

CONNECTIONS Connect with Other Disciplines and Acquire Information	
Standard 3.1: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i> Students reinforce and further their knowledge of other disciplines through the foreign language	Point out similarities and differences of certain grammar points in the English language with the target language; Use information from other school subjects to complete activities in the world language classroom; Use information from other subjects to complete class activities, such weather and climate, historical events, analysis of literature, classical and popular music, art and architecture through the ages, etc.
Standard 3.2: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	Research using target language sites on the internet and other authentic sources available; Retrieve information from target language periodicals and films available locally.
COMPARISONS Develop Insight into the Nature of Language and Culture	
Standard 4.1: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Recognize and understand how idiomatic expressions and proverbs affect communication and reflect culture; Compare and contrast linguistic elements found in English and in the target language; Use the target language to relate experiences and to construct stories; Expand comprehension strategies to predict outcomes and to make comparisons; Observe and identify the style of a communicative interaction in the target language; Read and comprehend longer, more complex texts in abridged formats. Use a process in producing work that includes self-assessment and discussion with other students.

<p>Standard 4.2:</p> <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Compare, contrast, and discuss art forms and music across cultures;</p> <p>Investigate and discuss cultural traditions and historical influences in the contemporary societies studied;</p> <p>Compare and contrast these traditions and influences and their impact on American society;</p> <p>Discuss the treatment of current issues across cultures by drawing on authentic texts;</p> <p>Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture[s];</p> <p>Use new information to explain similarities and differences across cultures;</p> <p>Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people[s] of other cultures.</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p>	
<p>Standard 5.1:</p> <p><i>How do I use my knowledge and culture to broaden my opportunities?</i></p> <p>Students use the language both within and beyond the school setting</p>	<p>Interpret information regarding topics of personal, community, or world interest;</p> <p>Use technology to help communicate information in the target language to others, including internet research and communication, power point presentations, audio and visual recorded information.</p>
<p>Standard 5.2:</p> <p><i>How do I use my knowledge and culture to enrich my life?</i></p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>View target language films for enjoyment;</p> <p>Read target language periodicals found online, in our libraries, or sold in our town;</p> <p>Eat at local restaurants featuring cuisine from other countries;</p> <p>Prepare favorite dishes from other cultures at home;</p> <p>Use target language skills and demonstrate cultural understanding while participating in school-sponsored or personal exchanges or travel.</p>

SPANISH 5 ECE COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

ECE/UCONN Intermediate Spanish Composition

Enduring Understanding
 What Will Students Be Able To Do?

Students will be able to analyze a diverse selection of authentic texts and synthesize these models into their own writing samples in the target language, using advanced vocabulary and structures.

Essential Questions for the year

How do we describe the world and all of its inhabitants?
 How do I see myself? Why? How do others view me? Why?
 Why is it important to expect and celebrate differences?

Unit 1: La realidad no es solo visual (Descripción)

Lecturas	Texto: <i>Composición</i>	Gramática	Cultura
Julio Cortázar, "Instrucciones para subir una escalera" "Instrucciones..."	Lectura: La descripción p.15	Ser/Estar	
Federico García Lorca, "La guitarra"	"La casa de mis abuelos" p.17-8	Concordancia	
Eres (cortometraje)	Carta de Recomendación p.22-3		
Picasso: "El Guernica"	Técnicas de Organización y Expresión p.20-1		

Unit 2: Qué incluir y qué dejar fuera (Narración)
El porqué de la historia

Lecturas	Texto: Composición	Gramática
Marco Denevi "Apocalipsis"	La narración p.38-42	Pretérito e Imperfecto
Francisco García Pavón "María, public relations"	Estrategias del escritor: Punto de vista y tono p.53-4	Expresiones Temporales
Mercedes Abad, "Una bonita combinación"		Los tiempos perfectos
Cortázar, "El continuidad de los parques"		
Cristina Merreli, "The Shoes"		
Lidia Falcón, "No moleste, calle y pague, señora"		

Unit 3: Revelar la naturaleza de algo (Exposición)

Lecturas	Texto: Composición	Gramática
Claudio Iván Remeseira, "La amenaza latina"	La exposición p.69-72	La voz pasiva
Lidia Falcón, "No moleste, calle y pague, señora"	Elaboración de tesis, técnicas de análisis y clasificación p.77-81	El subjuntivo
El Quijote	"Tecnosexuales: Los nuevos hombres que viven conectados" p. 85-87	
	Comparación/Contraste y Causa/Efecto pp. 114-120	
	"¿Hablas cyberspanglish?" p. 133-135	
	"Las lecciones de El Quijote"	

Unit 4: La simple justificación (Argumentación)

Una voz creíble
Una subjetividad convincente

Lecturas	Texto: <i>Composición</i>	Gramática
La experimentación con animales	La argumentación p.167-68	Pronombres Relativos
Gina Valdés, "Where you from?"	"¿Y después del almuerzo qué?" p. 171-72.	
	Pros y contras p.181-82.	
	"Cómo se escribe un ensayo argumentativo" p. 200-02	
	La argumentación sobre una obra literaria p. 216-17.	
	"La ciencia-ficción anticipa el futuro: entre el paraíso y la desolación" p. 243-47.	
	Partes del ensayo argumentativo p. 221-24	

DHHS SPANISH 5 ECE Course PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Emerging

Course description for Program of Studies:

From Reader to Writer: Foundations of Writing in Spanish

From Reader to Writer: Spanish Composition

University of Connecticut, Early College Experience

(SPAN 3178: Intermediate Spanish Composition) 3 UCONN Credits

Grades 11-12

Level 1

Trimesters: 2

This course emphasizes increased proficiency in the oral and written expression of the language. It provides a thorough review of relevant grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Students will learn the necessary skills to become “good writers” in Spanish. Students will be able to analyze both Spanish and Latin American selections of authentic texts, including short stories, film, contemporary articles, drama, and poetry and synthesize these models into their own writing samples in the target language, using advanced vocabulary and structures. Spanish is spoken at all times. UConn credit will be awarded to those students earning a grade of C or better in the course.

Prerequisite: Grade of B+ in Spanish 4 Honors or Grade of A- in Spanish 5, level 2.

Ideas for Culture course?

- Peninsular – Spain
 - Lorca
 - Ana Maria Matute
 - Miguel de Unamuno
 - Buero Vallejo
 - Galdós
 - Valle Inclán
 - Cervantes
- North America (USA, Mexico, Puerto Rico)
 - Rosario Ferre
 - Isabel Allende
 - Carlos Fuentes
 - Octavio Paz
 - Rulfo
 -
- South and Central America
 - Cortazar
 - Storni
 - María Luisa Bombal
 - Borges
 - Gabriel García Márquez
 - Mistral
 - Pablo Neruda
 - Marco Denevi
 - Quiroga
- Contemporary Issues
 - Experimentación con animales
 - “Tecnosexuales”
 - “Hablas cyberspanish”
 - Computer-use vocab in Spanish
 - “El alcohol no es un juego de niños”
 - Immigration
 - “Aprender el inglés”
 - “Where you from?”
 - “La amenaza Latina”
 - stereotypes

SPANISH 6 COURSE**DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

Cinema for Spanish Conversation

Enduring Understanding
What Will Students Be Able To Do

Students will be able to use past tenses to discuss, read, write and critique Hispanic cinema.

Students will be able to speculate in Spanish using future tense and subjunctive mood about possible alternatives in the movies.

Students will be able to interpret and recognize cultural and historic differences within the Spanish speaking world.

Students will be able to give critical and insightful points of view that will allow them to be more culturally aware in the future.

Essential Questions for the year

1. What is cultural awareness?
2. **How does speaking a world language help one's ability to be more culturally aware?**
3. How do movies provide a context in history and culture?

Program of Studies Draft

This course is a comprehensive study of Hispanic culture through cinema. Students will watch ten movies that explore daily life in a wide variety of themes, genres, and cultural experiences from Spain, Chile, Argentina, Mexico, Cuba and Colombia.

Historic themes such as the Mexican Revolution in *Como agua para chocolate*, life in **Castro's Cuba in Guantanamera**, Chile during the military coup of 1973 in *Machuca* will also be explored. In addition there will be opportunities for class discussions, readings, and written compositions.

DHHS SPANISH 6 COURSE - Cinema for Spanish Conversation PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Emerging

**FRENCH PROGRAM
GRADES 9 - 12**

FRENCH 1 COURSE**DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

*Enduring Understanding***WHO I AM, WHO I KNOW, AND WHAT I DO***Essential Questions for the Year:*

- Communication:* How do I describe people and things in French?
- Cultures:* How do cultural practices such as eating habits, choice of clothing, and daily and leisure activities differ and how are they the same?
- Connections:* What are various ways that we can measure time, temperature, and currency?
- Comparisons:* How does a town or village in a French-speaking community compare to my hometown?
- Communities:* How can I share what I am discovering about the French language and culture with others outside of the classroom?

Theme	Guiding Questions
Home and Family	<i>How do you meet and greet people? How are you? What are you like? Where do you live? Who lives with you? What are your family members like? What do you do everyday at home? What do you do with family members at home and elsewhere? What celebrations do you have at home? How are birthdays celebrated in France?</i>
School, Friends, and Relationships	<i>Who are your friends and what are they like? What is your French classroom like? What is your schedule? Which are your favorite classes? What do you do at school? Do you have a best friend? What do you like to do during or after school or on weekends with your friends?</i>
Shops, Shopping, and Clothing	<i>Where do you shop? Where do you buy clothes/shoes/books/CD's? What do you wear to school in the autumn/winter/spring and why? What kinds of clothing do you like and why? What colors are your clothes? In France, where do people shop? How do they pay for things? Who helps you in a store? How do you ask for and give information?</i>

Foods and Meals	<i>What are your favorite foods? What do you eat for breakfast/lunch/dinner? Who do you eat with at various meals? Where do you have your meals? Who prepares your meals at home? Which foods are healthy/not healthy and why? Why are food preferences different in different parts of the world?</i>
Travel and Geography	<i>How do you get to and from school? How do you travel on the weekends/on vacation/etc? Who do you travel with? How do you prepare for a trip? What would you want to visit or do in a tropical country? Where in France can you go for a hike, climb a mountain, ride or sail in a boat, ride the Tgv, swim, etc?</i>

FRENCH 1 COURSE OUTLINE

The TPRS series *Look I Can Talk French* and its ancillary readers are used as the primary resource for this course. Although not arranged by thematic or cultural units, connections are made on a daily basis.

- Lists A & B introduce students to 200 high-frequency action words and related nouns in order to help them react to spoken and written French. As time progresses, students will be able to use the information presented to create oral and written mini-stories. Students are also introduced to basic first year vocabulary, such as numbers, days, months, seasons, weather, etc. during this segment of the course.
- *L'histoire du chat:* physical and emotional descriptions, animals
- *La vache et le singe:* descriptions, house, clothing
- *Le livre perdu:* prepositions, clothing
- *Le magasin de vêtements:* shopping and clothing themes, stores
- *Le billet de loterie:* shopping, currency, places in town
- *Le bébé sale:* foods, the home, daily routine, recipes
- *Les trois éléphants:* family, home, nature
- *L'histoire de la lune :* travel, food, and restaurant themes; stereotypes stress on direct and indirect pronouns, infinitive constructions, idioms with *avoir*
- *Le rendez-vous :* daily routine, clothes, dating; expansion of reflexive verbs

RESOURCES TPRS READERS AND LANGUAGE PRACTICE

- *Look I Can Talk French*
- *Pauvre Anne:* travel, friendship, common teen-age problems, home and family
- *Fama va en Californie:* travel, geography and climate, home, school and family, prejudice, conflict and resolution, friendship
- Texts for practice in verbs and grammar include:
Discovering French Bleu: Allez Viens 1; and *Amsco French First Year* for information and practice of grammatical structure
- Internet sites are listed on the Internet Links page
- Video *Clémentine*, and popular French films, including *Les Choristes*

DHHS FRENCH 1 PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
DEVELOPING	EMERGING	BEGINNING
Refer to people, places and things already mentioned <i>Subject pronouns</i>	Refer to people and things already mentioned in frequently used phrases <i>frequent personal pronouns [lui dit, lui donne, etc ; le voit, la voit, les voit ; etc.] ; possessive articles [singular forms and 3rd person plural]</i>	Understand and produce people and things already mentioned <i>stress pronouns used with prepositions</i>
Understand and use with some accuracy the concept of number and gender <i>noun, article, and adjective agreement; subject-verb agreement</i>		
Understand and communicate about everyday events and experiences happening in the present time <i>present tense of regular verbs and certain irregular verbs [avoir, être, aller, faire]</i>	Communicate about everyday events and experiences happening in the present time <i>present tense [singular and 3^d person plural] of certain irregular verbs: vouloir, pouvoir, devoir, boire, rire, lire, dire, écrire, conduire, prendre, mettre, savoir, venir, etc.</i>	Understand and produce personal information about past experiences <i>passé composé [je/tu] : regular formation with avoir ; some irregular forms and some with être</i>
	Tell about what is going to happen in the near future as well as what can, must, or what you want to happen <i>infinitive construction</i>	
React to short <i>formal and informal commands</i>	Tell another person what to do <i>Formal and informal affirmative commands</i>	
Express likes, dislikes, and preferences of things encountered everyday	Express likes, dislikes, and preferences of everyday activities	

	<p>Ask for and give specific information <i>interrogatives [qui, qu'est-ce que, pourquoi, parce que, combien, quand, à quelle heure, de quelle couleur, comment, où]</i></p>	
	<p>Understand and produce negative expressions to clarify meaning [ne..pas; ne...rien; ne...jamais]</p>	<p>Understand and imitate less frequent negative expressions [ne...plus; ne...que]</p>
	<p>Specify amount when describing <i>numbers [0-60] ; expressions of quantity [beaucoup de, un peu de, assez de, trop de, une tasse de, une bouteille de, un morceau de, une tranche de]</i></p>	<p>Express an indefinite quantity or specific amount <i>partitive « de » ; numbers 60>1,000</i></p>
	<p>Describe regular daily activities <i>selected reflexive verbs [1st and 3^d person singular]</i></p>	
<p>Describe location of people, places, and things <i>prepositions [à droite/à gauche de; sur, sous, dans, entre, près de, loin de, devant, derrière, vers, à, de]</i></p>		
	<p>Communicate about weather, emotions, needs, and activities using culturally appropriate expressions <i>selected idiomatic expressions with avoir & faire</i></p>	
	<p>Understand and use cognates</p>	<p>Understand and imitate culturally appropriate gestures to reinforce meaning</p>

DHHS FIRST YEAR WORLD LANGUAGE STUDENT PERFORMANCE INDICATORS [NOVICE LEARNER RANGE]	
COMMUNICATION Communicate in Languages Other Than English	
Interpersonal Standard 1.1: How do I use another language to communicate with others? <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Beginning Respond to greetings, farewells, and simple familiar questions; Follow simple directions; Make familiar requests</p> <p>Emerging Exchange greetings and farewells using appropriate cultural gestures; Exchange information about self, family and friends, and daily routines; Give and follow simple directions; Ask for and give information; Share likes and dislikes</p> <p>Developing Exchange information about current routines, experiences, or upcoming events; Purchase goods in authentic situations within the classroom; Identify ways to improve communication in the target language</p>
Interpretive Standard 1.2: How do I understand what others are trying to communicate in another language? <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Beginning React via actions and drawings to verbal cues, commands, questions, and stories; React via drawings to readings or descriptions; Work collaboratively to understand or retrieve information on familiar topics from target language films, TV programs, magazines, and electronic media</p> <p>Emerging Respond to familiar verbal cues, commands, questions, and stories; Respond to simple multiple choice questions about readings or auditory passages; Identify familiar people, objects, places, or themes of a description read or heard; Follow directions to get to various locations</p>

	<p>within the classroom; Work individually to retrieve information on familiar topics from target language films, TV programs, magazines, and electronic media</p> <p>Developing Identify the characters, objects, or places of an unfamiliar passage or story read or heard</p>
<p>Presentational</p> <p>Standard 1.3: How do I present information, concepts and ideas in another language in a way that is understood?</p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Beginning List according to category; List words heard or read in a story; Describe preferences, likes, and dislikes; Read aloud to the class; Act out rehearsed skits</p> <p>Emerging Illustrate a story Describe self, others, and picture stories; Report to the class using information prepared in advance; Present skits without a script; Collaboratively retell a story</p> <p>Developing Retell a story learned in class; Tell an original story incorporating familiar words and expressions</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p>	
<p>Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Beginning Observe common cultural gestures when meeting, greeting, and leaving others; Observe common holidays and celebrations unique to the cultures studied; Complete tasks required to learn about and study cultural aspects of the target cultures;</p> <p>Emerging Recognize and use appropriate gestures and simple idiomatic expressions to clarify meaning when interacting on a regular basis; Compare holidays and celebrations across cultures; Identify patterns of behavior of peers in their own culture;</p>

	<p>Developing Compare and contrast certain patterns of behavior or interactions typical of teenagers in the target cultures.</p>
<p>Standard 2.2: How do I use my understanding of culture to function appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Beginning Observe, recognize, and identify foods, clothing, sports, music, currency, and shops found in the cultures studied;</p> <p>Emerging Identify authentic products found in the target cultures</p> <p>Developing Create an advertisement for or a critique of a product unique to the culture studied</p>
<p>CONNECTIONS</p> <p>Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>Beginning Count in the target language (Math); Respond to simple questions about day, date, weather, and time (Math, Science); Use information acquired in other subjects when learning in the target language (e.g. math - numbers, dates, time, age);</p> <p>Emerging Identify geographical and weather conditions; Identify symbols, such as flags, currency, or monuments, related to target language countries; Identify cognates in passages heard or read;</p> <p>Developing Use information acquired in the foreign language class to add to the study of other subjects [e.g.: social studies - cultural and historical links to holidays in various countries]; Locate countries studied on a map and the major geographical and climatic highlights;</p>
<p>Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</p>	<p>Beginning Use teacher-generated materials and classroom resources;</p> <p>Emerging Recognize or identify the various sources available in the target language;</p>

<p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>Developing Collaboratively use multiple media resources to acquire information about the cultures studied.</p>
<p>COMPARISONS Develop Insight into the Nature of Language and Culture</p>	
<p>Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p>Beginning Recognize some cognates, familiar idiomatic expressions, and sayings that are either unique to or shared by cultures; Show difficulty in differentiating sounds and spelling unique to the language studied; Use oral, written, and picture stories to collaborate on original stories</p> <p>Emerging Identify and use some cognates, familiar idiomatic expressions, and sayings that are either unique to or shared by cultures; Demonstrate an awareness of the unique sounds and pronunciation of the target language; Use oral and written stories to construct original stories</p> <p>Developing Demonstrate an awareness that languages have critical written and sound distinctions; Rephrase idiomatic expressions in the language studied; Construct stories based on fact or fiction</p>
<p>Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Beginning Observe products such as foods, clothing, and everyday articles, unique to the countries and cultures studied; Observe art forms and architecture and listen to music from across the cultures studied;</p> <p>Emerging Identify, compare, and contrast the different forms of communication across cultures [e.g.: signs, symbols, songs, advertisements, etc]; Identify and describe some cultural aspects</p>

	<p>relating to family, school, celebrations, and activities of the cultures studied and our own;</p> <p>Developing Use the above information and cultural awareness to compare and contrast cultures; Compare and contrast geography, climate, and symbols across cultures and countries; Demonstrate an empathy and respect for people of other cultures.</p>
COMMUNITIES	
	<p>Participate in Multilingual Communities at Home & Around the World</p> <p>Standard 5.1: How do I use my knowledge and culture to broaden my opportunities?</p> <p>Students use the language both within and beyond the school setting</p> <p>Beginning Share lists of vocabulary concerning family, food, school, and leisure activities; Illustrate stories to present to others; Share information learned in the classroom with others at home and elsewhere;</p> <p>Emerging Exchange information about family, food, school, and leisure activities; Identify different professions where skills in communicating in another language and understanding another culture is an asset;</p> <p>Developing Discuss family, food, school and leisure activities in the language studied in oral or written form; Identify members of the local professional community who may use the target language in their daily business activities</p>
	<p>Standard 5.2: How do I use my knowledge and culture to enrich my life?</p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p>Beginning Experience age-appropriate media that have cultural ties to the countries studied</p> <p>Emerging Recognize age-appropriate media that have cultural ties to the countries studied;</p> <p>Developing Identify and enjoy books, periodicals, internet sites, films, television programs, or popular music and art, created in the target culture or language; Play sports or games from the target culture.</p>

FRENCH 2 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding for the year:
FAMILY, FRIENDS, AND EXPERIENCES INFLUENCE YOU

Essential Questions for the year:

- Communication: *Where did you go; what did you do; who were you with?*
- Cultures: *What is your routine like and how would it be different in a Francophone country?*
- Connections: *How do local climate and geography contribute to a healthy lifestyle, including your diet and activities.*
- Comparisons: *How do your life and surroundings compare with those of the countries studied this year?*
- Communities: *How can I plan a virtual trip to a French-speaking province or country?*

Theme	Guiding Questions
DAILY ROUTINE AND CHORES AT HOME	<i>What is your daily routine before school and before going to bed? What time did you wake up today? What time did you go to bed last night? How does your routine change on the weekends? What do you do to help out at home? Which chores do you want to do? Which do you have to do?</i>
HEALTHY CHOICES IN EATING AND ACTIVITIES	<i>Which foods are healthy? Which are unhealthy? Which foods are unique to France/Switzerland/other French-speaking countries? What do you do to stay in shape physically? What do you do to stay in shape mentally? What did you eat for breakfast/lunch/dinner? You are in a French restaurant: what are you going to order? How do you ask for information? How much tip is expected?</i>
LEISURE AND SPORT ACTIVITIES	<i>How do you relax? How do you have fun? How do you spend time after school / alone / with your friends / on the weekends? What did you do the last time you were on vacation? What did you used to do before you were old enough to go to school? What would you do if you could take a dream vacation? Will you still play the same sports or pursue the same interests when you are an adult?</i>

TRAVEL, EXPLORATION, GEOGRAPHY, CLIMATE	<i>How can one travel to a tropical island? How do people travel to Europe/within Europe? How do you ask for and give directions and information? How does geography affect the nature of a trip or vacation? What monuments and sites are symbols of France / Bretagne / Switzerland? How does our weather and geography compare with the climate and geography in Bretagne?</i>
---	---

**FRENCH 2 COURSE SUGGESTED READING SELECTIONS
AND THEIR CONNECTION TO THEMES**

- *Madeleine et Philippe* [Look I Can Talk] : descriptions and comparisons; cars and driving ; *venir de*
- *Le garçon qui est en retard* [Look I Can Talk] : teen-age conflict ; lying and its consequences ; introduction of contrast between *imparfait/passé composé* ; *present participle* ; *il me faut*
- *Sylvie et Stéphane* [Look I Can Talk]: love, marriage and family; leisure activities; conflict; introduction of simple future
- *Quelle coïncidence* [Look I Can Talk More] : sports/leisure-oriented theme; cruise ships, golf, playing fields, generic vacations, etc.
- *Le restaurant élégant* [Look I Can Talk More] and *L'histoire de la lune* [Look I Can Talk]: travel, food, and restaurant themes; stereotypes stress on direct and indirect pronouns, infinitive constructions, idioms with *avoir*.
- *La fille sociale* [Look I Can Talk More] and *Le rendez-vous* [Look I Can Talk] : daily routine, clothes, dating; expansion of reflexive verbs
- *Presque mort* [mini-novel] and the video series *Clémentine*: *La Bretagne* history, traditions, geography, cities and ports including Saint Malo and Mont-Saint-Michel, travel, French provincial culture, geography, prejudice; conflict and resolution, comparisons, reflexive constructions continued, review of vocabulary and grammar points studied up until this point in time;
 - *Le voyage de sa vie* [mini-novel]: Paris, *La Suisse et Genève* Travel by plane and train, travel on the French TGV, tourists, family, crime and detective work, responsibility, conflict and problem solving, history of Switzerland, the city of Geneva
 - *Ma propre voiture*: travel, climate and weather, cultural contrast and conflict, relationships
 - *Souvenir d'Egypte* : a short mystery novel about a school trip to a museum and a mysterious missing scarab ; with audio CD

RESOURCES

Although the course outline is not arranged by thematic or cultural units, connections are made on a daily basis as the themes spiral through the year. The TPRS word lists and mini-stories from Look I Can Talk More will be added to those remaining in Look I Can Talk. The mini-novels: Presque mort, Le voyage de sa vie, and perhaps Ma propre voiture, and Souvenir d'Egypte will be incorporated into the learning activities as well. Listening comprehension and cultural aspects of French life will be observed using the BBC video series *Clementine*. Additionally, selections **from authentic websites [see page on internet links], CD's and DVD's, periodicals,** and other printed matter, as well as teacher presentations using technology are used as resources on a regular basis.

DHHS FRENCH 2 PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
ADVANCING	DEVELOPING	BEGINNING/EMERGING
Communicate about everyday events and experiences happening in the present, future, and past time periods : <i>present tense, near future [aller + infinitive], and passé composé of all regular verbs studied and of avoir, être, aller, faire, prendre, mettre, rire, écrire, dire, lire, venir, voir, etc.</i>	Understand and express present, future, and past experiences and events with some inaccuracies: <i>present, including être en train de, passé récent [venir de + infinitive], near future, passé composé of selected irregular verbs including the negative forms of: vouloir, pouvoir, devoir, savoir</i>	Understand and imitate effective description of past experiences and storytelling in the past: <i>selected understanding and use of imperfect tense</i> Understand and imitate description of future events <i>simple future</i>
Discuss daily routines at home and at school: <i>reflexive verbs in the present tense</i>	Describe daily routine : <i>reflexive verbs in the passé composé</i>	
Clarify descriptions with a certain degree of accuracy using specific structures: <i>concept of number and gender; correct use of articles, adjective placement after the noun; contractions; possessive adjectives</i>	Describe specific people, places, and things in context: <i>demonstrative adjectives</i> Describe with some accuracy: <i>adjectives placed before the noun</i>	Understand and produce descriptions using <i>the present participle</i>
	Compare and contrast : <i>plus, moins, aussi... que</i>	
Specify using appropriate expressions of quantity: <i>beaucoup de, un peu de, trop de, un tas de, une tasse de, une bouteille de, une tranche de, un morceau de, etc.</i>	Express an indefinite quantity or amount: <i>the partitive "de"</i>	
Refer to people, places, and things previously mentioned: <i>personal direct and indirect object pronouns: le, la, l', les, lui, leur</i>	Understand and produce people previously mentioned: <i>Personal direct and indirect object pronouns: me, te, nous, vous</i>	Understand and imitate places and things previously mentioned: <i>y, [en]</i>

Understand and indicate location: <i>prepositions and prepositional phrases</i>		
Ask for and give information about everyday items and activities: <i>interrogatives</i>		
Tell a person or people what do no and what not to do <i>affirmative and negative formal and informal commands</i>		Tell someone what to do Using <i>irregular commands</i> : <i>Ayez; Soyez Sachez</i>
Communicate effectively using culturally appropriate idiomatic expressions including: expressions with <i>avoir, faire</i> and some with <i>être [en train de + inf]</i> and <i>venir de + inf</i>		
Clarify using appropriate negative expressions		
	Express opinion using <i>Je pense/crois que</i> in affirmative constructions	

DHHS SECOND YEAR WORLD LANGUAGE STUDENT PERFORMANCE INDICATORS [NOVICE-HIGH / INTERMEDIATE-LOW LEARNER RANGE]	
<p>COMMUNICATION Communicate in Languages Other Than English</p> <p>Interpersonal</p> <p>Standard 1.1: How do I use my knowledge and culture to enrich my life and broaden my opportunities?</p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Beginning Understand simple instructions and commands, but show difficulty in giving commands and instructions to others; Describe people and things using familiar vocabulary; Describe simple activities; Express likes and dislikes</p> <p>Emerging Exchange greetings and basic information with others; Give and follow simple classroom instructions and commands; Describe people, places, and possessions; Exchange information about favorite activities; Express preferences as well as likes and dislikes</p> <p>Developing Exchange information about current routines, experiences, and upcoming events; Give and follow simple directions in authentic situations; Purchase goods in authentic situations within the classroom; Work collaboratively to plan an activity to be carried out in the target language; Exchange information about preferences and opinions</p> <p>Advancing Exchange information about experiences from their recent past; Give and follow directions to travel from one place to another and ask questions for clarification</p>

<p>Interpretive</p> <p>Standard 1.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Beginning Show an understanding of some of what is heard or read; Rely on verbal and non-verbal cues to react and respond to written and auditory passages</p> <p>Emerging Identify people and objects in their environment based on descriptions heard or read by a familiar voice; Respond to simple subjective questions concerning material covered or heard in class; Correlate a story with pictures; Identify the characters, objects, or places of a familiar passage read or heard in class; Work collaboratively to collect information on familiar topics from a variety of media resources</p> <p>Developing Recognize or understand the main ideas, characters, and the significance of their roles when reading or listening to passages; Respond to open-ended questions concerning familiar material covered or heard in class; Correlate a story with pictures and sequence the events; Work individually to collect information on familiar topics from a variety of media resources.</p> <p>Advancing Decipher significant details and information contained in realia or other authentic texts; Read or listen to a passage and interpret the meaning of new words that are key to the comprehension of the story.</p>
<p>Presentational</p> <p>Standard 1.3: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Beginning Participate in a collaborative process to illustrate a story; Collaboratively present familiar memorized or rehearsed information, such as poems, songs, or dialogues; Describe a photo, picture, or simple picture story using written cues</p>

	<p>Emerging Present information, skit, or power point on family, friends, familiar objects and possessions, school or leisure activities; Tell a story based on the actions in pictures using a pre-determined rubric</p> <p>Developing Express opinions about the readings / topics discussed; Give a different ending to a story or passage; Write a letter concerning a topic based on material learned during the year; Report or present information to the class; Create and perform a skit or song without reading a script. Recite a poem written by a writer from the target culture; Perform a song popular in the target culture</p> <p>Advancing Summarize a selection read, heard, or viewed during class; Present a topic or without reading a script</p>
CULTURES Gain Knowledge and Understanding of Other Cultures	
<p>Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture?</p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Beginning Observe and identify patterns of behavior that are typical of young people in the cultures studied.</p> <p>Emerging Converse with a partner using culturally appropriate gestures and expressions;</p> <p>Developing Compare and contrast patterns of behavior that are typical of young people in the cultures studied;</p> <p>Advancing Discuss patterns of behavior that are typical of young people in the cultures studied;</p>
<p>Standard 2.2: How do I use my understanding of culture to function appropriately in another culture?</p>	<p>Beginning Experience or observe idiomatic expressions or other products such as sports, clothing, foods, currency, shops, etc., unique to the cultures studied.</p>

<p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Emerging Identify and recognize idiomatic expressions or other products such as sports, clothing, foods, currency, shops, etc., unique to the cultures studied; Experience or read about, and discuss expressive forms of the target culture (e.g.: music, art, literature)</p> <p>Developing Identify, compare, and contrast expressive forms of the target culture (e.g.: music, art, literature)</p> <p>Advancing Discuss or create an example of the art, literature, or music typical of the culture studied.</p>
<p>CONNECTIONS Connect with Other Disciplines and Acquire Information</p>	
<p>Interdisciplinary</p> <p>Standard 3.1: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i></p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>Beginning Observe weather and identify pictures of weather or web forecasts (Science). Observe geographical and climate characteristics of various countries and record information (Geography) Tell time on the hour and half-hour (Math) Observe and compare currencies between countries (Math). Observe and record the differences in clothing sizes (Math)</p> <p>Emerging Observe, identify, and record weather forecasts by identifying pictures and/or by writing a forecast (Science) Identify countries on a map and the geographical aspects of them (Geography) Tell time using the 24-hour clock (Math) Identify and taste cultural foods (Consumer Science) Listen to a variety of music while using a listening guide to identify words and rhyme in a song (Music)</p> <p>Developing Compare and contrast climate differences as well as reading temperatures with the Celsius scale (Science and Math). Tell time using the 24-hour clock, specifying time of day (Math).</p>

	<p>Compare and convert currencies between countries (Math)</p> <p>Recognize and understand the differences in clothing sizes between countries (Math).</p> <p>Advancing</p> <p>Give specific time and time of day when relating daily routines (Math)</p> <p>Read and research current events via the internet or authentic newspapers and magazines of the target culture (Social Studies).</p>
<p>Intradisciplinary</p> <p>Standard 3.2: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Beginning</p> <p>Identify cognates (Language Arts)</p> <p>Demonstrate an awareness of the target language's phonetic and writing systems (Language Arts)</p> <p>Listen to or read poems, songs, or tales intended for young native speakers of the target language (Literature)</p> <p>Emerging</p> <p>Listen to or read and understand an authentic passage with assistance (Literature)</p> <p>Use a dictionary to select appropriate words for use in preparation of written or oral reports. (Cross-referencing)</p> <p>Developing</p> <p>Recognize roots and cognates to draw meanings of unfamiliar words (Language Arts)</p> <p>Advancing</p> <p>Listen to or read and understand an authentic passage (Literature)</p> <p>Access authentic information from target-language periodicals and resources on-line (information Technology)</p>
COMPARISONS	
Develop Insight into the Nature of Language and Culture	
<p>Comparisons among Languages</p> <p>Standard 4.1: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p>Students demonstrate understanding of the nature of language through</p>	<p>Beginning</p> <p>Recognize and identify cognates in the target language;</p> <p>Recognize and identify selected idiomatic expressions in the target language;</p> <p>Emerging</p> <p>Demonstrate an awareness of the target language's phonetic and writing systems;</p>

<p>comparisons of the language studied and their own</p>	<p>Understand and use selected idiomatic expressions in the target language; Recognize and use culturally appropriate expressions and gestures to express a reaction or emotion;</p> <p>Developing Recognize and produce appropriate grammatical usage and orthographic systems in the target language when communicating about familiar topics;</p> <p>Advancing Expand comprehension strategies to predict and make comparisons.</p>
<p>Comparisons among Cultures</p> <p>Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Beginning Demonstrate an awareness that gestures are a part of communication; Recognize and compare tangible products, such as architecture, sports, and foods, of the target culture and their own;</p> <p>Emerging Recognize, compare, and contrast intangible products, such as symbols, poems, songs, music, and tales, of the target culture and their own;</p> <p>Developing Investigate and report on celebrations and traditions that exist across cultures and those that are unique to a culture; Demonstrate an empathy and respect for people of other cultures;</p> <p>Advancing Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture.</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p> <p>Standard 5.1: How do I use my knowledge and culture to broaden my opportunities?</p> <p>Students use the language both within and beyond the school setting</p>	<p>Beginning Identify and list professions which require proficiency in another language; Illustrate stories to present to others;</p> <p>Emerging Write and illustrate stories to present to others; Share information learned in class with people at home;</p>

	<p>Developing Share the information retrieved from their research in the target language according to a rubric prepared in advance;</p> <p>Advancing Participate in clubs or activities which raise global awareness.</p>
<p>Standard 5.2: How do I use my knowledge and culture to enrich my life?</p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Beginning Plan real or imaginary travel with others in class; Listen to music from the target cultures</p> <p>Emerging View and enjoy films in the target language in class; Enjoy authentic foods prepared in the target cultures</p> <p>Developing View and enjoy films in the target language outside of class; Play sports or games from the target cultures</p> <p>Advancing Consult various sources in the target language to obtain information on topics of personal interest</p>

FRENCH 3 COURSE

Classes meet 2 trimesters, or 120 days [120 hours], per year

DANIEL HAND HIGH SCHOOL

ENDURING UNDERSTANDING
RESPONSIBILITIES GROW AS WE GROW UP IN SOCIETY

Essential Questions for the year:

Communication: : How can you convey your ideas / beliefs to others?

Cultures: *How do you react to differences in another culture?*

Connections: *How do you function as a visitor to another community and how do you function when receiving visitors?*

Comparisons: How are attitudes towards families and responsibilities different [or the same] in France and in America?

Communities: *How can you expand your knowledge of other cultures outside of the classroom?*

THEME	GUIDING QUESTIONS
FOODS, SPORTS, AND ART [FIRST 30 DAYS]	<i>What sports are popular in our culture and in other cultures? Is food a priority in your life? How does French cuisine differ from ours? How do you spend your free time? Can you recognize works by French artists??</i> <u>[Vive le taureau]</u>
CHILDHOOD AND RESPONSIBILITIES IN A FAMILY [SECOND 30 DAYS]	<i>What does it mean to be a real parent? What were you like as a small child? What is a memorable event from your childhood? What was the world like when you were little? What are your responsibilities as a family member? How have your responsibilities changed since you were younger? Do you have a responsibility to others? Where would you live if you had the opportunity to move? What do you think you will be when you are an adult?</i> <u>[poème, "Demain, dès l'aube; films: Ponette et Les compères]</u>

<p>TRAVEL , HISTORY, ART [TRIMESTER 2 OF COURSE]</p>	<p><i>How does French culture differ from north to south? How does architecture in Paris reflect the history of France? What are some means of transportation in France? Can you recognize some important cities of southern France? How do you ask for information when traveling?</i></p> <p><i>[Un autre été pas comme les autres]</i></p>
--	---

READING SELECTIONS AND THEIR CONNECTION TO THEMES

- Selections that correlate with themes from Look I Can really Talk and Look I Can Talk More. For example, "Les chiens olympiques"
- Vive le taureau: Provence [Arles]
Life with a French family; being a vegetarian in another culture; bullfighting and soccer; conflict in another culture; problem-solving; commitment
[Poetry from internet] La poésie de Victor Hugo et de Jacques Prévert
[Reader] Un autre été pas comme les autres
[DVD] Les compèresu, Ponette, Le comte de Monte Cristo

Suggested ancillary readers and their themes:

- Ma propre voiture : *Haiti*
créole ; history of the island of Haiti, devastation from hurricanes and floods, prejudice and stereotyping, appreciation of cultural differences;
- Où est passé Martin?: *French-speaking Caribbean - Guadalupe*
Travel theme; history and climate of the island of Guadalupe; change in attitude from biased to accepting; problem-solving; responsibility; teen-age self-centered attitudes
 -

DHHS FRENCH 3 COURSE PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
ADVANCING	DEVELOPING	BEGINNING/EMERGING
Understand and communicate in a variety of timeframes, including events and experiences in the present, past and future: <i>present, passé recent, passé composé, imparfait, futur</i>	Show progress in using specific linguistic practices <i>correct usage with verbs that can take either avoir or être as the auxiliary verb</i>	
	Relate a situation, story, cultural legend, or fairy tale, showing an understanding of the nuances in the use of the two past tenses : <i>passé compose/imparfait</i>	
Discuss daily routines at home and at school: <i>reflexive verbs in the present, past, and future tenses</i>		
Discuss possibility or what would happen: <i>conditionnel présent</i>		
Clarify details of a situation or story by using culturally appropriate structures: <i>contractions, use of articles, partitive 'de', possessive adjectives</i>	Clarify details of a situation or story by using culturally appropriate structures: <i>participe présent</i>	
Refer to people, places, and things previously mentioned: <i>personal pronouns: subject, object: direct and indirect</i>	Refer to places and things previously mentioned: <i>prepositions y and en; relative pronouns: qui, que, ce qui, ce que</i>	
	Understand and express hypothetical situations <i>phrases hypothétiques, quand/lorsque clauses</i>	

Ask for and give information, directions, and advice : <i>Interrogatives / Commands</i>		
		Recognize and produce statements concerning what you need and what you want <i>Some subjunctive expressions</i>
		Read literary works with some assistance <i>recognition of the passé simple</i>
	Clarify length or time span when communicating: <i>depuis + present /imparfait</i>	

DHHS THIRD YEAR WORLD LANGUAGE STUDENT PERFORMANCE INDICATORS [INTERMEDIATE LEARNER RANGE]		
COMMUNICATION Communicate in Languages Other Than English	<p>Interpersonal</p> <p>Standard 1.1: <i>How do I use another language to communicate with others?</i></p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Emerging</p> <p>Exchange information with peers and the teacher about events in their everyday lives;</p> <p>Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;</p> <p>Ask for and give directions</p> <p>Ask and respond to questions for clarification;</p> <p>Pause frequently to search for words when interacting with others;</p> <p>Developing</p> <p>Exchange information with peers and the teacher about past and planned experiences;</p> <p>Acquire goods and/or services through basic negotiations and exchange of monies;</p> <p>Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners;</p> <p>Comprehend messages that include some unfamiliar grammatical structures;</p> <p>Begin to apply familiar structures to new situations;</p> <p>Respond to factual and interpretive questions on familiar topics;</p> <p>Express thoughts, ideas, opinions, emotions, wants, and needs when interacting on familiar topics;</p> <p>Meet practical writing needs on familiar topics by recombining learned vocabulary and structures demonstrating control of present time and some control of other time frames.</p>

	<p>Advancing</p> <p>Maintain discussions where some responses may be unpredictable; Discuss a given topic of interest after class discussions and compositions on the topic; Meet practical writing needs on familiar topics by recombining learned vocabulary and structures demonstrating full control of present and some past time frames and some control of future time frames.</p>
<p>Interpretive</p> <p>Standard 1.2:</p> <p><i>How do I understand what others are trying to communicate in another language?</i></p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Emerging</p> <p>Take some notes on a given topic presented by the teacher or classmate; May not comprehend all details with familiar topics; View video or comic strip without sound or words and collaboratively write dialog or summary;</p> <p>Developing</p> <p>Summarize or establish the sequence of events in a new story; Read and summarize an authentic magazine or newspaper article; Extract information from authentic materials such as menus and advertisements; Understand and take some notes on a given topic or conversation presented by an unfamiliar voice [on film or audio recording]; Identify main ideas and some specific information on a limited number of topics presented by teacher or peers; View video or comic strip without sound or words and write own dialog or summary; Read and respond creatively to texts and music (designing a poster, etc.); Work collaboratively to explore and obtain information cultural elements via the Internet;</p> <p>Advancing</p> <p>Comprehend unfamiliar text using contextual clues; Read or listen to a short story or legend and summarize events or identify and describe characters or respond to key questions about the reading; Read or listen to a passage and respond to</p>

	<p>questions using factual or interpretive answers;</p> <p>Read or listen to a passage and interpret the meaning of new words that are key to the comprehension of the story;</p> <p>Identify main ideas and some specific information on a limited number of topics presented by an unfamiliar voice or in an authentic passage unfamiliar to the class;</p> <p>Work independently to research current events of other countries via the Internet, newspaper articles, and other media;</p>
<p>Presentational</p> <p>Standard 1.3:</p> <p><i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Emerging</p> <p>Retell events of video or story using notes; Recite skits and selected passages or poems;</p> <p>Make brief presentations to the class on topics of personal interest or topics that have been studied in other subject areas;</p> <p>Write and present an original story on a familiar topic;</p> <p>Developing</p> <p>Narrate or give an oral report in a variety of time frames, including present, past, and future tenses;</p> <p>Prepare an oral or written summary of the characters in selected passages of age-appropriate literature;</p> <p>Write a composition on a familiar topic using a variety of time frames studied during the year and using vocabulary related to stories and themes in this level;</p> <p>Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners;</p> <p>Effectively use repetition and gestures to assist them in communicating meaning in the target language;</p> <p>Communicate oral and written information with sufficient accuracy that listeners and readers understand most of what is presented</p> <p>Advancing</p> <p>Prepare an oral or written summary of the plot, themes, and characters in selected passages of age-appropriate literature;</p> <p>Effectively use rephrasing to assist them in</p>

	communicating in the target language; Communicate oral and written information with accuracy
CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: <i>How do I use my understanding of culture to communicate appropriately in another culture?</i> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	Emerging Observe and discuss patterns of behavior typical of young people in the target cultures; Use appropriate etiquette in initiating and responding in conversations via telephones, public places, etc. (formal vs. informal speech, greetings); Use appropriate gestures and body language of the target cultures in daily interactions Developing Use appropriate vocabulary and idiomatic expressions when communicating familiar topics; Recognize some differences between accents and vocabulary used within the target cultures; Identify and discuss themes, ideas, and perspectives that are related to the practices and perspectives of the target cultures. Advancing Recognize and discuss differences between accents and vocabulary used within the target cultures; Analyze, and evaluate themes, ideas, and perspectives that are related to the practices and perspectives of the target cultures.
Standard 2.2: <i>How do I use my understanding of culture to function appropriately in another culture?</i> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	Emerging Recognize and/or taste/make foods and crafts from target cultures; Research a cultural region of the target culture(s); Developing Identify differences between cultural products in the target cultures (such as foods, art, currency, sports, and music) and their own; Compare shopping practices in the target culture (e.g. bartering, bargaining, etc.)

	<p>Describe, compare, and contrast the different countries they have studied: either Spain, Mexico and Puerto Rico; or, France and other Francophone countries. Recognize some historical influences in selected products of the target culture;</p> <p>Advancing</p> <p>Identify the differences and similarities between subcultures within the target culture:</p> <p>In Spanish, students will study the differences and similarities between Mexico and Spain; In French, students will study the differences and similarities between France, Canada, and Africa;</p> <p>Identify and discuss some historical influences in selected products of the target culture.</p>
CONNECTIONS	
	<p>Connect with Other Disciplines and Acquire Information</p> <p>Standard 3.1:</p> <p><i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i></p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p>Emerging</p> <p>Recognize differences in authentic documents dealing with weather, climate, geography, currencies, shopping, etc. with those from the USA;</p> <p>Acquire information from a variety of other subjects and integrate it into the world language classroom, e.g.:</p> <p>Convert foreign currency to dollars and vice versa;</p> <p>Tell time according to the 24-hour clock;</p> <p>Metric system.</p> <p>Developing</p> <p>Acquire detailed information from authentic documents in the world language classroom and on the world wide web to compare and contrast climate, geography, currencies and costs of goods and services, celebrations, etc. in the home and target culture;</p> <p>Identify how selected music, art, and literature reflect the target culture;</p> <p>Exhibit fairly good accuracy in capitalization and punctuation when target language differs from English.</p> <p>Advancing</p> <p>Derive meaning by comparing target language structures with those in English;</p>

	<p>Use information and critical thinking through world language study to expand personal knowledge; Proofread and peer-edit written assignments with some accuracy; Self-correct recorded output in the language lab.</p>
<p>Standard 3.2: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Emerging/Developing Use multimedia resources including authentic films, periodicals, and internet sites to expand understanding and to integrate it with knowledge of other subjects; Use a dictionary to accurately identify difference in meaning when choosing a specific word or expression in the target language; Advancing Identify differences in viewpoint concerning historical, cultural, or current events when connecting with target culture media</p>
<p>COMPARISONS</p> <p>Develop Insight into the Nature of Language and Culture</p>	
<p>Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	
	<p>Emerging Use a dictionary to validate vocabulary; Identify the use of certain cognates, sayings, and idiomatic expressions unique in the target language; Access a wide variety of material that includes multicultural themes in fiction and non-fiction readings; Show an awareness of differences in pronunciation between languages; Developing Understand how cognates, sayings, and idiomatic expressions reflect culture; Using a wide variety of material identify multicultural themes in fiction and non-fiction readings; Use oral and written language to relate personal experiences and to construct original stories; Identify and discuss specific cultural differences or cultural traditions in the target language; Expand comprehension strategies to predict outcomes;</p>

	<p>Advancing Interpret and analyze information presented visually (through art, drama, film, etc.)</p>
<p>Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Emerging Show an understanding of traditions and celebrations in the target culture and how they correlate to our own.</p> <p>Developing Compare and contrast art forms, including architecture, art, and music across cultures; Investigate and report on cultural traditions and celebrations that exist across cultures;</p> <p>Advancing Use new information and perspectives to discuss the differences across cultures and to begin to explain the reasons for such differences; Identify universals among human experiences and demonstrate an empathy and respect for people of other cultures.</p>
<p>COMMUNITIES Participate in Multilingual Communities at Home & Around the World</p>	
<p>Standard 5.1: How do I use my knowledge and culture to broaden my opportunities?</p> <p>Students use the language both within and beyond the school setting</p>	<p>Emerging Write and illustrate detailed stories to present to others;</p> <p>Developing Research using authentic Internet or printed material in the target language; Share the information retrieved from their research with the class in the target language according to a rubric prepared in advance;</p> <p>Advanced Participate in clubs or activities which raise global awareness; Perform at a celebration in which the target culture or language is highlighted; Use the target language to communicate about familiar topics with native speakers.</p>
<p>Standard 5.2: How do I use my knowledge and culture to enrich my life?</p>	<p>Emerging/Developing Play sports or games from the target culture;</p>

<p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Use the language outside of the classroom for enjoyment, e.g. by watching target language movies at home; Experience the target cultures by enjoying meals prepared in these cultures at home or elsewhere; Advancing Interact with members of the community who may speak the target language or have ties to the target cultures.</p>
---	---

FRENCH 4 HONORS COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

ENDURING UNDERSTANDING
WE ALL SHARE COMMON LIFE EXPERIENCES THAT TRANSCEND TIME AND CULTURE

Essential Questions for the year:

- | | |
|----------------|---|
| Communication: | <i>How is communication important to interactions with other cultures and formation of new friendships and relationships?</i> |
| Cultures: | <i>What is "French" culture and where is it found?</i> |
| Connections: | <i>How did French history impact French literature?</i> |
| Comparisons: | <i>How does medieval life compare to life today?</i> |
| Communities: | <i>How can we relate to peoples of other cultures and societies?</i> |

THEME	GUIDING QUESTIONS
LE CONTE ET LA FRANCOPHONIE [FIRST 15 DAYS]	<p><i>Can you retell a story with accuracy? Is the story relevant to your experiences? How does the story convey its moral? What comprises "le monde francophone"?</i></p> <p><i>Readings from www.conte-moi.net and others sources</i></p>
HISTORY IN LITERATURE, <u>NORTRE DAME DE PARIS</u> [DAYS 16-45]	<p><i>What has and has not changed in our society since the Middle Ages? What are societal attitudes toward diversity? How does the justice of the Middle Ages compare to our justice? What was life like in the Middle Ages? What was the center of life at this time? What are the elements of romanticism in literature and in art?</i></p> <p><i>V. Hugo: <u>Notre Dame de Paris</u> DVD : Adèle H.</i></p>
<u>LE PETIT PRINCE</u> : A LA RECHERCHE DU SOI [DAYS 46-75]	<p><i>How can you find beauty in simple things? What is important in your life? What is the essential element of happiness? Why do some adults lose their imagination? Are any subjects more important than others? What does "L'essentiel est invisible pour les yeux" mean to you?</i></p>

	A. DE ST.XUPERY: <u><i>LE PETIT PRINCE</i></u>
READING FOR FUN [LAST 15 DAYS]	<i>How can you define humor in a short story? How can you relate to the characters and adventures of the story?</i> DVD <u><i>La gloire de mon père</i></u>

READING SELECTIONS

www.conte-moi.net Short stories from French-speaking Africa

Les Fables de La Fontaine

Notre Dame de Paris par Victor Hugo

Le petit prince par Antoine de Saint-Exupéry

Les récrés du petit Nicolas de Goscigny

Various thematic selections found on the internet

Paris Matis and other authentic periodicals

DHHS FRENCH 4 PERFORMANCE BEHAVIORS AND STRUCTURAL CONCEPTS		
ADVANCING	DEVELOPING	EMERGING
Understand and communicate in a variety of timeframes, including events and experiences in the present, past and future: <i>present, passé recent, passé compose, imparfait, future simple</i>	Read and enjoy literature and historical passages <i>Recognition of the passé simple</i>	
Tell someone what to do and what not to do <i>imperative</i>		
	Express doubt, will, emotions, impersonal statements <i>the subjunctive mood – formation and basic rules for use</i>	
Show an advanced grasp of language skills by using: <i>en + participle présent ; après + past infinitive ; subjunctive used after certain negative and interrogative constructions</i>	Share an advanced grasp of French by recognizing and using linguistic structures in certain situations: <i>conjunctions followed by the subjunctive and those followed by the indicative</i>	
Express possibility and probability <i>hypothetical sentences – compound tenses added [e.g.: plus-que-parfait, passé du conditionnel, futur antérieur]</i>		
Refer to people and things previously mentioned: <i>possessive, demonstrative and relative pronouns</i>		Understand and recognize <i>possessive pronouns</i>
		Recognize and produce the <i>passive voice</i>
Clarify length or time span when communicating: <i>depuis + present /imparfait</i>		

DHHS FRENCH 4 HONORS STUDENT PERFORMANCE INDICATORS [INTERMEDIATE –HIGH TO PRE-ADVANCED LEARNER RANGE]	
COMMUNICATION	
Communicate in Languages Other Than English <p>Interpersonal Standard 1.1: <i>How do I use another language to communicate with others?</i></p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	Exchange information about current and past events as well as aspirations in their personal lives; Discuss real life situations using a variety of advanced structures in the target language; Exchange ideas and opinions about readings, recordings, films, art, and music experienced in class; Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to listening to language learners
Interpretive Standard 1.2: <i>How do I understand what others are trying to communicate in another language?</i> <p>Students understand and interpret written and spoken language on a variety of topics</p>	React to and discuss readings and episodes viewed; Read or listen to passages and respond to questions about the information presented; Comprehend, discuss, and analyze the plot, main ideas, or themes of passages read or heard in class; Identify principal characters and main ideas of selected authentic and adapted texts; Retrieve information individually or collaboratively from a variety of written and electronic sources.
Presentational Standard 1.3: <i>How do I present information, concepts and ideas in another language in a way that is understood?</i> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	Describe events in the present and past as well as future or probable events; Speculate about what may or could happen, using class material as a springboard for discussion; Summarize the plot of passages read or scenes viewed; Prepare a journal of daily or weekly activities; Present information on topics covered in

	class or those of current or historical interest to the class.
CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: How do I use my understanding of culture to communicate appropriately in another culture? Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied	Observe, identify, and react to the history, culture, and traditions of the countries and communities studied; Observe, identify, and discuss patterns of behavior typical of young people in the target culture[s]. Experience and discuss different cultural aspects of Spanish-speaking people through student presentations, videos, native speaker presentations and teacher's own personal experiences.
Standard 2.2: How do I use my understanding of culture to function appropriately in another culture? Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	Observe, identify, and taste foods from the countries and cultures studied; Identify, experience, or read about expressive forms of the target culture[s], including art, music, and literature.
CONNECTIONS Connect with Other Disciplines and Acquire Information	
Standard 3.1: How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa? Students reinforce and further their knowledge of other disciplines through the foreign language	Point out similarities and differences of certain grammar points in the English language with the target language; Study geography of the Spanish speaking world combined with certain cultural aspects of each country; Use information from other subjects to complete class activities, such as map-reading, geography, weather and climate, historical events, currencies and conversions, classical and popular music, art and architecture through the ages, etc.
Standard 3.2: How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me? Students acquire information and recognize the distinctive viewpoints that	Research using target language sites on the internet and other authentic sources available; Retrieve information from target language periodicals and films available locally

are only available through the foreign language and its cultures	
COMPARISONS Develop Insight into the Nature of Language and Culture	
<p>Standard 4.1: How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	
<p>Standard 4.2: How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Recognize and understand how idiomatic expressions and proverbs affect communication and reflect culture; Compare and contrast linguistic elements found in English and in the target language; Use the target language to relate experiences and to construct stories; Expand comprehension strategies to predict outcomes and to make comparisons.</p> <p>Compare, contrast, and discuss art forms and music across cultures; Investigate and discuss cultural traditions and historical influences in the contemporary societies studied; Compare and contrast these traditions and influences and their impact on American society; Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture[s]; Use new information to explain similarities and differences across cultures; Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people[s] of other cultures.</p>
COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
<p>Standard 5.1: How do I use my knowledge and culture to broaden my opportunities?</p> <p>Students use the language both within and beyond the school setting</p>	<p>Discuss a variety of familiar topics in the target language; Interpret information regarding topics of personal, community, or world interest; Use technology to help communicate information in the target language to others, including internet research and communication, power point presentations,</p>

	audio and visual recorded information.
Standard 5.2: <i>How do I use my knowledge and culture to enrich my life?</i> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	View target language films for enjoyment; Read target language periodicals found online, in our libraries, or sold in our town; Eat at local restaurants featuring cuisine from other countries; Prepare dishes from other cultures at home.

FRENCH 5 HONORS COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding:
**LITERATURE AND THE ARTS GIVE US A GLIMPSE OF THE INTERNAL
AND EXTERNAL FORCES THAT DRIVE A SOCIETY**

Essential Questions for the year:

- | | |
|-----------------------|---|
| <i>Communication:</i> | <i>How can I express thoughts, ideas, and opinions when communicating in French?</i> |
| <i>Cultures:</i> | <i>How do art and literature reflect the attitudes of a society?</i> |
| <i>Connections:</i> | <i>How do the themes in literature reflect social, political, and philosophical focus of specific period and culture?</i> |
| <i>Comparisons:</i> | <i>How can I compare literary language and themes through the ages?</i> |
| <i>Communities:</i> | <i>Where can I enjoy authentic forms of French art and literature for my own personal pleasure?</i> |

THEME	GUIDING QUESTIONS
Focus on theater <u>Le Fantôme de l'opéra</u>	How can you communicate on different levels in French? What are the elements of structure in the French language?
Resources Gaston Leroux, <u>Le Fantôme de l'opéra</u> <u>DVD Le dernier métro</u>	
Literature, a mirror of society <u>Les Trois Mousquetaires</u>	What is the plot or theme? Who are the main characters and what are they like? What message does this passage convey? What cultural values are reflected in the passages we read? How does literature reflect the history of a people? How does literature reflect the issues faced by society? Can you compare the literary themes of the period [e.g. Dumas with Hugo] ?
Resources: Alendre Dumas, <u>Les Trois Mousquetaires</u> www.lepointdufle.net http://www.dumasphere.com Audio CD from the novel DVD <u>Cyrano de Bergerac</u>	

Character Development and Comparison <i>L'Étranger</i>	<p>Can you relate any character to someone you know or someone you grew up with? What are universal traits shared by people across cultures? What human trait do the characters represent?</p> <p>How do character's actions reflect her or his emotions?</p> <p>Is existentialism relevant to our every day concerns?</p>
Resources:	
	<p>Albert Camus, <u><i>L'Étranger</i></u> http://mael.monnier.free.fr/bac_francais/etranger/</p>
<i>Actualités</i>	<p>What is the point of this article? Who would want to read this article and why?</p>
	<p>How does journalism reflect the attitudes and values of a society?</p>
	<p>Is news viewed in the same way across cultures?</p>
Resources:	
	<p><i>Paris Match</i> magazine articles</p>
	<p><i>Champs Élysées</i> audio articles</p>
	<p>Internet sites, including:</p>
	<p>http://www.nikolassarkozy.com</p>
	<p>http://www.TV5.org/Apprendre</p>
	<p>http://www.tv5.org/TV5Site/info/actualite_internationale.php</p>
	<p>http://www.m6.fr</p>
	<p>http://tv.branchez-vous.com/tous.html [Canada]</p>
	<p>http://videos.tf1.fr/video/news/monde/</p>
	<p>http://www.urec.cnrs.fr/annuaire/cartes/index.shtml</p>
	<p>http://www.ambafrance-us.org/fr/</p>
	<p>http://www.lepointdufl.net</p>

RESOURCES:

Selected literary passages, readings, and novels from the following choices:

Rabelais, « Gargantua et Pantagruel »
Voltaire, « Candide »
LaFontaine, « Fables choisies »
Hugo, poésie choisie
Baudelaire, poésie de « Fleurs du mal »
Maupassant, « Contes choisis » [La parure, Mon oncle Jules]
Gide, La symphonie pastorale
Camus, L'étranger
Saint-Exupéry, Le petit prince
Goscigny, Le petit Nicolas

Fine Arts Resources:

Le Louvre [CD-Rom]
Le Musée d'Orsay [CD-Rom]

DHHS FRENCH 5 HONORS PERFORMANCE BEHAVIORS AND STRUCTURAL CONCEPTS
--

Students in the fifth year are presented level-appropriate work. If they have difficulty, their questions are necessary for choosing which grammatical area to review. Therefore, the grammar/verb content will be student-generated and will change slightly from one year to the next.

ADVANCING	DEVELOPING	EMERGING
Confidently understand and communicate about events and experiences going on in the present time, the past, and the future, using connected sentences <i>present, passé recent, passé compose, imparfait, plus-que-parfait, future simple</i>	Understand and communicate about events and experiences going on in the past and the future, using connected sentences <i>plus-que-parfait, future antérieur</i>	
Communicate with relative ease complex statements concerning wants, needs, desires, doubt, emotion etc, as well as condition and probability; Give suggestions or convince someone to do something <i>conditionnel présent subjonctif présent</i>	Understand and produce complex statements of want, need, desire, doubt, emotion etc, as well as condition and probability <i>Conditionnel passé Passé du subjonctif</i>	
Use culturally appropriate idiomatic expressions, as well as other parts of speech, to express precision in meaning: <i>expressions with avoir, faire, être, etc; accurate use of number and gender; use of appropriate French sayings in certain situations</i>		
Communicate the idea of possibility or condition using simple and complex sentences <i>Hypothetical sentences Si+présent>futur Si+imparfait>conditionnel</i>	Understand and express the idea of possibility or condition using simple and complex sentences <i>Si+plus-que-parfait>conditionnel passé</i>	

	Use culturally appropriate non-verbal behavior to convey meaning	
Expand upon statements and ideas concerning future plans and events <i>conjunctions/special tenses: quand, lorsque, dès que, aussitôt que + futur</i>		
Tell someone or others what to do or not to do <i>imperative</i>		
	Understand and produce ideas and events using culturally appropriate language <i>passive voice</i>	
Express with ease duration or time span <i>depuis + present, imperfect</i>		

FRENCH 5 HONORS COURSE STUDENT PERFORMANCE INDICATORS [PRE-ADVANCED LEARNER RANGE]	
COMMUNICATION	
Communicate in Languages Other Than English <p>Interpersonal</p> <p>Standard 1.1: <i>How do I use another language to communicate with others?</i></p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Use language confidently and with ease, with few pauses;</p> <p>Use rephrasing and circumlocution to successfully communicate messages;</p> <p>Exchange information about current, past, and probable events as well as aspirations in their personal lives;</p> <p>Discuss real life situations using a variety of advanced structures in the target language;</p> <p>Exchange ideas and opinions about readings, recordings, films, art, and music experienced in and out of class;</p> <p>Compare and contrast how information is reported in both the target language and their own;</p> <p>Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to listening to language learners;</p> <p>Work collaboratively in the target language to develop solutions to problems that are of interest to the group.</p>
<p>Interpretive</p> <p>Standard 1.2: <i>How do I understand what others are trying to communicate in another language?</i></p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>React to, respond to, and discuss readings and episodes viewed;</p> <p>Comprehend, discuss, and analyze the plot, main ideas, or themes of passages read or heard in class;</p> <p>Identify principal characters, main ideas, and relevant details of selected authentic and adapted texts;</p> <p>Retrieve information individually or collaboratively from a variety of written and electronic sources in the target language.</p>
<p>Presentational</p> <p>Standard 1.3: <i>How do I present information,</i></p>	<p>Describe events in the present and past as well as future or probable events;</p> <p>Speculate about what may or could</p>

<p><i>concepts and ideas in another language in a way that is understood?</i></p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>happen, using class material as a springboard for discussion;</p> <p>Summarize the plot of passages read or scenes viewed;</p> <p>Prepare regular entries for a journal;</p> <p>Present information on topics covered in class or those of current or historical interest to the class;</p> <p>Express opinions about and analyze stories, poems, plays, news articles, art, and music;</p> <p>Refer to a dictionary written entirely in the target language when preparing written and oral presentations.</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p>	
<p>Standard 2.1:</p> <p><i>How do I use my understanding of culture to communicate appropriately in another culture?</i></p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Observe, identify, and react to the history, culture, attitudes, and traditions of the countries and communities studied;</p> <p>Observe, identify, and discuss various patterns of behavior typical of people in the target culture[s];</p> <p>Experience and discuss different cultural aspects of Spanish or French-speaking people through student presentations, videos, native speaker presentations, and the teacher's own personal experiences;</p> <p>Interact in a variety of cultural contexts that reflect activities within the target culture.</p>
<p>Standard 2.2:</p> <p><i>How do I use my understanding of culture to function appropriately in another culture?</i></p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Observe, identify, read about, or experience products and practices of the countries and cultures studied;</p> <p>Identify, experience, or read about expressive forms of the target culture[s], including the fine arts, classical and contemporary music, films, and literature.</p>

CONNECTIONS Connect with Other Disciplines and Acquire Information	
Standard 3.1: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i> Students reinforce and further their knowledge of other disciplines through the foreign language	Point out similarities and differences of certain grammar points in the English language with the target language; Use information from other school subjects to complete activities in the world language classroom; Use information from other subjects to complete class activities, such weather and climate, historical events, analysis of literature, classical and popular music, art and architecture through the ages, etc.
Standard 3.2: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	Research using target language sites on the internet and other authentic sources available; Retrieve information from target language periodicals and films available locally.
COMPARISONS Develop Insight into the Nature of Language and Culture	
Standard 4.1 <i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Recognize and understand how idiomatic expressions and proverbs affect communication and reflect culture; Compare and contrast linguistic elements found in English and in the target language; Use the target language to relate experiences and to construct stories; Expand comprehension strategies to predict outcomes and to make comparisons; Observe and identify the style of a communicative interaction in the target language; Read and comprehend longer, more complex texts in abridged formats. Use a process in producing work that includes self-assessment and discussion with other students.

<p>Standard 4.2:</p> <p><i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p> <p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Compare, contrast, and discuss art forms and music across cultures;</p> <p>Investigate and discuss cultural traditions and historical influences in the contemporary societies studied;</p> <p>Compare and contrast these traditions and influences and their impact on American society;</p> <p>Discuss the treatment of current issues across cultures by drawing on authentic texts;</p> <p>Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture[s];</p> <p>Use new information to explain similarities and differences across cultures;</p> <p>Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people[s] of other cultures.</p>
<p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p>	
<p>Standard 5.1:</p> <p><i>How do I use my knowledge and culture to broaden my opportunities?</i></p> <p>Students use the language both within and beyond the school setting</p>	<p>Interpret information regarding topics of personal, community, or world interest;</p> <p>Use technology to help communicate information in the target language to others, including internet research and communication, power point presentations, audio and visual recorded information.</p>
<p>Standard 5.2:</p> <p><i>How do I use my knowledge and culture to enrich my life?</i></p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>View target language films for enjoyment;</p> <p>Read target language periodicals found online, in our libraries, or sold in our town;</p> <p>Eat at local restaurants featuring cuisine from other countries;</p> <p>Prepare favorite dishes from other cultures at home;</p> <p>Use target language skills and demonstrate cultural understanding while participating in school-sponsored or personal exchanges or travel.</p>

**FRENCH 6 COURSE
DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

French 6 ECE A CULTURAL VIEW

Enduring Understanding
What Will Students Be Able To Do

- Will be able to communicate both in speaking and writing in a creative, systematic and grammatically correct way in French
- Will be prepared to interpret and analyze a variety of cultural topics through reading and listening
- Will be able to appreciate and analyze historical and modern aspects of French culture through authentic French cinema

Essential Questions for the year

What is French and Francophone culture? How does French thought and history influence contemporary thinking ? What issues does French literature reflect in our **today's society?**

Program of Studies Draft

This course is a study of a variety of cultural topics, such as French or Francophone history, literature, film, music, and current events with a complementary focus on more systematic reviewing and strengthening of previously acquired knowledge of French language structures, grammar, and linguistic skills.

Regular activities and assessments will include reading assignments, in class movie viewing and listening activities, class debates, grammar improving exercises, oral presentations, quizzes, exams, and compositions.

DHHS French 6 COURSE - A Cultural View PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Emerging

Mandarin Chinese Program

Grades 9 - 12

MANDARIN CHINESE 1 COURSE**DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding
I DESCRIBE MY LIFE AND MY ENVIRONMENT

*Essential Questions for the Year:**Communication:**How do I describe people and things in Chinese?**Cultures:**What foods are important in the Chinese diet?**Connections:**How is writing traditional Chinese characters unique?**Comparisons:**How do Chinese sounds differ from English?**Communities:**How can I share what I am learning in Chinese with the people I know?*

The following thematic units will spiral throughout this 2-trimester course:

Theme / Big Idea	Guiding Questions
Self, Family, and Friends <i>I can describe people in Chinese</i>	Who am I/Who are you? What is your name? Who is my family? Who are my friends? How old am I/my family members/my friends? What is my birth date? Who lives with me? Do I live in a house? Do I live in an apartment? Do my grandparents live with me? How do I meet people? How do I address elders and teachers?
Body, Health, and Emotions <i>I can use my body to communicate and to recreate</i>	What do I call the parts of the body in Chinese? Where is my left/right hand? How can I say that I am sick or happy or sad? How can I tell someone I have an ache or pain somewhere? What is Tai Chi? What is yoga? What is <i>national school exercise</i> ? Does America have <i>national school exercise</i> ? Is it similar to the Presidential Fitness Test? What are <i>eye exercises</i> ?
Foods and Meals <i>Foods and meals can be different depending on where you live</i>	What is my favorite/least favorite food / drink? What foods do I eat everyday? When do I eat breakfast / lunch / dinner? What foods would I like to eat in China? Which foods do Chinese and American people eat?

Theme / Big Idea	Guiding Questions
Preferences, Activities, and Sports <i>I like to do certain things</i>	<p>What do I like to do in school? What do I like to do with my family? What do I like to do with my friends? Which activities do I dislike?</p> <p>Which sports do I like to play? Which sports do I like to watch?</p> <p>What celebrations do we have in my family? What celebrations do Chinese families enjoy? When do these celebrations occur? How do these celebrations compare to American celebrations?</p>
School <i>My school plays a big role in my daily routine</i>	<p>Where do I go to school? What is in my Chinese classroom? Where are these things located? What do I bring to my Chinese class? How many students are in my Chinese class? Which school activities do I like? Which activities do I dislike? Who is my favorite teacher and what is that person like? How is school in China different / similar to my school?</p> <p>What are the different subjects students learn in school? Is the American study of mathematics, history, science, English, art and music the same or different from the Chinese study?</p>

MANDARIN CHINESE 1 PACING CHART

First Trimester of Course		
Course: Mandarin Chinese 1	First 30 days	Second 30 days
Thematic Unit[s]:	Self, Family, and Friends	Body, Health, and Emotions
Information Presented During this Unit	Introduction of pinyin and sounds Pronouns: I, you, he Greetings: Hello, Good-bye, See you tomorrow, Vocabulary: names of family members, pets; to have, to love, to like; to be; I am + some simple descriptive vocabulary; numbers 0-99 Cultural: chopsticks	Body parts Colors Basic feelings/emotions: happy, sad, tired, hungry, thirsty Vocabulary: descriptive adjectives [big, tall, fat, thin, etc.]; left and right Spiral of like, dislike, have, have not, am, is
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language ? 4. How extensive and applicable is the student's vocabulary ? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Activities must be linked to the national standards.	1. Repetition 2. Identify spoken sounds with pinyin 3. Teacher monitoring during speaking activities; Self-assessing recorded speaking in the language lab 4. Counting game; Around the world; Guided practice in asking and answering questions; Writing practice on teacher-generated worksheets 5. Teacher-guided question-answer 6. ...	1. Respond to guided questions [aloud and in writing] 2. Reading and responding [aloud and in writing] to questions; Reacting via T/F responses or by drawing a picture or by using actions; React/respond to commands by using the correct actions 3. Teacher monitoring of pronunciation during speaking activities and of accuracy in use of pinyin 4. Identify family members and their traits using personal photographs or flash cards or slides on a power point; Greeting another student and asking about general health and feelings 5. Responding to guided questions and also conversing with a partner using a prepared dialog or key words 6. Show understanding that the father is the most important family member in China and that the greatest respect is given to elders [e.g.: use of ni, nin, etc]
Examples of		

<p>Formative Assessments that Assess:</p> <ol style="list-style-type: none"> 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Assessments must be linked to the national standards.</p>	<ol style="list-style-type: none"> 1. Not applicable at this time 2. Connect names/words/phrases to a picture; transcribe phone numbers into Chinese 3. Repeat proper pronunciation 4. Lists: e.g.: family members, numbers, 5. ... 6. ... 	<ol style="list-style-type: none"> 1. Recorded responses to questions; recorded reading aloud 2. Responding to oral and written questions by teacher; React to a short story by drawing a picture; 3. Written responses to questions; Fill-in the blank; Give the correct pinyin or character or tone mark; 4. Using a rubric, responds to questions aloud or in writing using known vocabulary; Describe a picture 5. Add incidental information to responses 6. Respond to questions concerning respect of elders or show use of respect in certain situation.
<p>Summative Assessment Description</p> <p>Assessment must be linked to the national standards.</p>	<p>Listening/Written assessment to determine whether student is able to:</p> <ul style="list-style-type: none"> • Identify pinyin sounds • Match family members to pictures • Use Chinese numbers in simple arithmetic problems • State like, love, have, don't have with known vocabulary 	<p>Listening/Reading/Written assessment to determine whether student is able to:</p> <ul style="list-style-type: none"> • Identify family members read aloud by teacher • Describe individual traits of family members • Greet and have a casual conversation with another student, or, Create a dialog about family • Communicate physical state by identifying pictures or in a dialog

Second Trimester of Course		
Course: Mandarin Chinese 1	First 30 days	Second 30 days
Thematic Unit[s]: Information Presented During this Unit		
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Activities must be linked to the national standards.		
Examples of Formative Assessments that Assess: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Assessments must be linked to the national standards.		
Summative Assessment Description Assessment must be linked to the national standards.		

Performance Indicators for Essential Structures in Mandarin Chinese 1		
Developing	Emerging	Beginning
	Understand and use pinyin system and simplified Chinese characters for familiar words	
	Identify and produce tones and tone marks	
Recognize and use numbers 0-20	Identify and produce numbers 0-99	Recognize numbers 0-99 out of sequence
	Recognize and tell time and date using correct numbers and structure	
		Recognize sequence used with ordinal numbers
		Understand concept of formal and informal language <i>nǐ/nín</i>
	Recognize, respond to, and pose questions using <i>ma/ne/na/ji/she/shenma</i>	
	Recognize, respond to, and produce questions using affirmative and negative interrogative construction	
	Use adverbs for clarification: <i>bu/ye/hen/dou</i>	
		Indicate possession using <i>de</i>
	Refer to people and things previously mentioned using pronouns	
		Identify stative verb
	Recognize and use appropriate verbs when communicating about daily routine, foods, and preferences	
	Recognize and produce name format	
	Indicate measure and amount using <i>ge/ben/zhi/bei</i>	
	Recognize and use <i>zai</i> to indicate location	
	Use colors as adjectives using <i>de</i> to describe	
		Recognize structures that indicate the future, as is, <i>Tomorrow, we will ...</i> as well as <i>yesterday</i> and <i>today</i> .

DHHS FIRST YEAR MANDARIN CHINESE STUDENT PERFORMANCE INDICATORS [NOVICE-LOW LEARNER RANGE]	
COMMUNICATION	
<p>Interpersonal</p> <p>Standard 1.1: <i>How do I use another language to communicate with others?</i></p> <p>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p>	<p>Beginning Respond appropriately to greetings and farewells; Follow simple instructions;</p> <p>Beginning/ Emerging Use the pinyin system and simplified traditional Chinese characters to spell selected words; Approximate pronunciation and intonation, using sounds and tones unique to the Chinese language. Exchange greetings and farewells using appropriate cultural gestures; Exchange and discuss information about general health and emotions; Exchange essential information such as addresses and telephone numbers and common classroom interactions; Exchange information about self, family and friends, and daily routines; Exchange information about likes and dislikes of foods, activities, and various people; Give and follow simple instructions;</p>
<p>Interpretive</p> <p>Standard 1.2: <i>How do I understand what others are trying to communicate in another language?</i></p> <p>Students understand and interpret written and spoken language on a variety of topics</p>	<p>Beginning/Emerging Recognize familiar spoken numbers and numbers written as words; React via actions, drawings, or responses to verbal cues, commands, questions, and stories; Follow directions to get to various locations within the classroom; React via drawings or responses to readings or questions; Recognize key words/phrases in simple texts;</p> <p>Developing Identify the characters, objects, or places of a story read or heard; Read adapted authentic materials [menus, schedules, captions,etc.] in familiar contexts; Work individually and cooperatively to retrieve</p>

	information on familiar topics from films or printed and electronic media.
<p>Presentational</p> <p>Standard 1.3: <i>How do I present information, concepts and ideas in another language in a way that is understood?</i></p> <p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Beginning List according to category[e.g. numbers, days, months, animals,etc.]; Sing songs or recite short poems or rhymes;</p> <p>Beginning/Emerging Describe self, others, and picture stories; Describe preferences, likes, and dislikes; Report to the class using information prepared in advance;</p> <p>Developing Present rehearsed skits or original picture stories without a script.</p>
<p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p>	
<p>Standard 2.1: <i>How do I use my understanding of culture to communicate appropriately in another culture?</i></p> <p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Beginning/Emerging Describe the origin of the Chinese language and where it is spoken in the world; Display an understanding of holidays and celebrations unique to the Chinese culture; Observe, recognize, and imitate appropriate gestures and courtesies when interacting on a regular basis.</p>
<p>Standard 2.2: <i>How do I use my understanding of culture to function appropriately in another culture?</i></p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p>Beginning/Emerging Observe, recognize, and identify Chinese foods, clothing, sports, music, and currency; Identify eating customs and etiquette in China.</p>
<p>CONNECTIONS</p> <p>Connect with Other Disciplines and Acquire Information</p>	
<p>Standard 3.1: <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge?</i></p>	<p>Beginning/Emerging Use information acquired in other subjects when learning in the target language [e.g.: math - numbers, dates, time, age];</p>

<p><i>of other disciplines, and vice versa?</i></p> <p>Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>Locate China and selected regions on a map and the major geographical and climate highlights of these areas; Identify symbols, such as flags, buildings, famous people, or monuments.</p> <p>Developing</p> <p>Use information acquired in the foreign language class to add to the study of other subjects [e.g.: social studies - cultural and historical links to holidays in various countries]</p>
<p>Standard 3.2: <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would otherwise be unavailable to me?</i></p> <p>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	<p>Beginning/Emerging</p> <p>Use multiple media resources to acquire information about the Chinese culture; Recognize various resources available in Chinese or produced by the Chinese government.</p>
<p>COMPARISONS Develop Insight into the Nature of Language and Culture</p> <p>Standard 4.1: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across languages?</i></p> <p>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>	<p>Beginning</p> <p>Identify and use any words used in both Chinese and English;</p> <p>Emerging</p> <p>Identify familiar idiomatic expressions and sayings that are unique to the Chinese culture; Demonstrate an awareness of the unique sounds, tones, pronunciation, and characters of the target Chinese; Demonstrate an awareness of the unique writing system used in Chinese; Compare the lack of capitalization and verb conjugation to English; Compare punctuation to English.</p>
<p>Standard 4.2: <i>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</i></p>	<p>Beginning</p> <p>Identify, compare, and contrast the different forms of communication across cultures [e.g.: signs, symbols, songs, etc]; Compare number concept to English;</p> <p>Emerging</p> <p>Identify and describe some cultural aspects</p>

<p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>relating to family, school, eating habits, celebrations, and activities common in China and in the USA; Compare the forms of dates to English; Use the above information and cultural awareness to compare and contrast cultures; Compare and contrast geography, climate, and symbols across cultures and countries.</p>
COMMUNITIES Participate in Multilingual Communities at Home & Around the World	
<p>Standard 5.1:</p> <p><i>How do I use my knowledge and culture to broaden my opportunities?</i></p> <p>Students use the language both within and beyond the school setting</p>	<p>Beginning</p> <p>Share information learned in the classroom with others at home and elsewhere; Describe evidence of Chinese language and culture in our community; Locate typical Chinese foods in the shops in our community; Sample Chinese food; Identify different professions where skills in communicating in Chinese and understanding the Chinese culture is an asset.</p>
<p>Standard 5.2:</p> <p><i>How do I use my knowledge and culture to enrich my life?</i></p> <p>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Beginning/Emerging</p> <p>Identify and enjoy books, internet sites, films, classical or popular music, and art, created in China or in Chinese. Enjoy a meal at a Chinese restaurant in the community or prepare a Chinese meal at home.</p>

MANDARIN CHINESE 2 COURSE**DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding

MY LIFE AND MY ENVIRONMENT EXPAND AS I GROW UP

Essential Questions for the Year:

<i>Communication:</i> to do?	<i>What did you do, what are you doing, what do you want</i>
<i>Cultures:</i>	<i>What is the focus of secondary education?</i>
<i>Connections:</i>	<i>How do you measure?</i>
<i>Comparisons:</i>	<i>How does shopping differ in China?</i>
<i>Communities:</i>	<i>What role does China play in what you buy on a regular basis?</i>

The following thematic units will spiral throughout this 2-trimester course:

Theme / Big Idea	Guiding Questions
My Past and Future Activities	<p>What did you do this summer? What will you do next summer; after high school?</p> <p>What did you study last year? What will you study this year? What do you need to do to get into college? What do you plan on studying in college?</p> <p>How does education in the United States compare with education in China?</p> <p>Which careers interest you?</p> <p>Which occupations are necessary in our community?</p> <p>How can we compare professions in Connecticut with those in China?</p>
Theme / Big Idea	Guiding Questions
My Community	<p>What stores are located in your community?</p> <p>Where are they located? What can be purchased in each store? How do you get to a specific place in your town?</p> <p>How does a small town in China compare with Madison?</p>

My Daily Routine	<p>What is your routine in the morning before school? What is your class schedule like?</p> <p>What time...? When and where do you have your meals?</p> <p>What are you wearing and where do you buy your clothes? How much does it cost? What do you wear in winter, summer, etc.?</p> <p>How does your clothing compare with Chinese high school students' clothing? How are the monetary systems between our two countries the same and different?</p>
My Eating Habits	<p>Where can you buy [fast] food in Madison?</p> <p>How much does it cost? How much by weight or volume do you buy of specific foods: rice, meat, milk or juice, etc...? Where do you go when you eat out? How do you order a meal?</p> <p>How does fast food compare in the US and in China?</p> <p>How does dining etiquette differ between countries?</p>

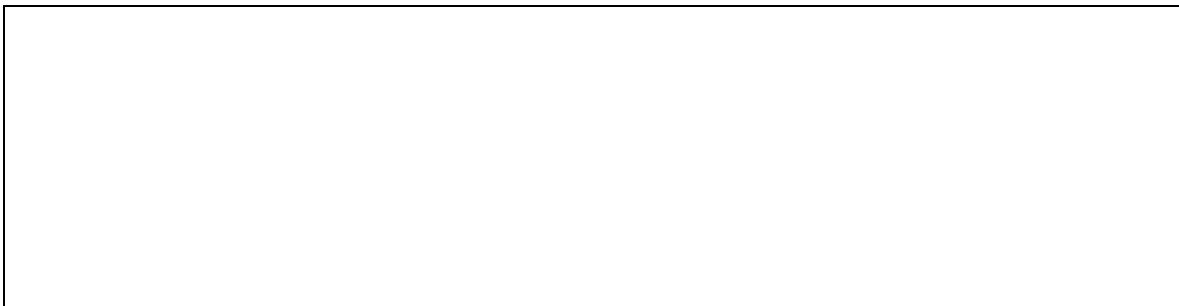
Performance Indicators for Essential Structures in Mandarin Chinese 2			
Advancing	Developing	Emerging	Beginning
Understand and use pinyin system for familiar words		Recognize Chinese characters for familiar words	
		Identify and produce tones and tone marks	
Recognize and use numbers 0-99, in and out of sequence		Recognize sequence used with ordinal numbers	
Recognize and tell time and date using correct numbers and structure			
	Understand concept of formal and informal language <i>ni/nin</i>		
Recognize, respond to, and pose guided questions using <i>ma/ne/na/ji/she/shenma/zenme/zenmeyang</i>			
			Recognize and use information to give directional commands: <i>On the left or right, straight ahead, across from, in front of, behind, inside, outside, etc.</i>
Recognize, respond to, and produce questions using affirmative interrogative construction	Recognize, respond to, and produce questions using negative interrogative construction		Recognize and respond in guided questioning to: <i>weishenme, yinwei, suoyi</i>
	Use adverbs for clarification: <i>bu/ye/hen/dou</i>		
	Indicate possession using <i>de</i>		
	Refer to people and things previously mentioned using pronouns		
		Identify stative verb	
Recognize and use			

appropriate verbs when communicating about daily routine, foods, family members, and preferences <i>e.g.: to want, to think, to like/dislike</i>			
			Recognize and produce statements concerning hopes and wishes
		Recognize and produce comparative and superlative	
	Recognize and produce name format		
	Indicate measure and amount using <i>ge/ben/zhi/bei/pi/tio/shwang/ping/kuai/gen/bao/bang/jin</i>	Recognize Chinese monetary system and recognize and use <i>duoshao</i> when shopping	
Recognize and use <i>zai</i> to indicate location			
	Use colors as adjectives using <i>de</i> to describe		
		Recognize and produce structures that indicate time sequences, such as, <i>tomorrow, or the day after tomorrow, next week, etc.</i> , as well as <i>yesterday and the day before yesterday, last week, etc., and today.</i>	Recognize and understand Use of: <i>deshihou, yiqian, yihou: deshihou, yiqian, yihou</i>

**Mandarin Chinese 3 Course
DANIEL HAND HIGH SCHOOL**

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding
What Will Students Be Able To Do?



Essential Questions for the year



DHHS Mandarin Chinese 3 Course PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Emerging

World Language Department Pacing Chart
Mandarin Chinese 3

First Trimester of Course		
Course name:	First 30 Days	Second 30 Days
Thematic Units	Review. Lesson 5: Buying things. Lesson 6: Visiting Friends.	Lesson 7: Making or receiving a phone call. Lesson 8: Going out to eat. Lesson 9: Weather and seasons
Information Presented	Review: Dates, days of the week. Time of day, morning, afternoon, evening. Position of objects: on top, below, on the side of, etc. Clothes, colors, and measures. Buying things: How to ask price, fruits, books and newspaper. Visiting friends: How to ask if someone is free, set a time to visit, introduce oneself to others, state geographic location, the etiquette of saying good-bye.	How to make or answer a phone call in Chinese. Asking some one who he/she is looking for. Inquiring if someone has returned home or not. Asking the purpose of going somewhere. Explaining cause and its consequences. Stating usually or often. Creating a choice type question.
Activities that practice these skills: 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? Activities must be linked to the National standards	1. Understood by a sympathetic listener and classmates. 2. Student can reproduce sounds. Student can produce sounds;; produce short sentences; articulate ideas 3. Understood by a native speaker; Understood by a sympathetic listener and classmates. 4. Recognizes and recalls most vocabulary from previous lessons; Recognizes and recalls some vocabulary from previous lessons; Recognizes and recalls little vocabulary from previous lessons. 5. Student is able to maintain conversation with another speaker on broad list of topics. Student is able to maintain conversation related to topics the student is familiar with. Student requires assistance to maintain conversation related to topics student has studied. Student is unable to maintain conversation. 6. Student uses correct grammar, form of address, and word order when initiating conversation asking or responding to questions. Student uses mostly correct grammar, form of address, and word order when initiating conversation, or asking and	1. Understood by a sympathetic listener and classmates. 2. Student can reproduce sounds. Student can produce sounds;; produce short sentences; articulate ideas 3. Understood by a native speaker; Understood by a sympathetic listener and classmates. 4. Recognizes and recalls most vocabulary from previous lessons; Recognizes and recalls some vocabulary from previous lessons; Recognizes and recalls little vocabulary from previous lessons. 5. Student is able to maintain conversation with another speaker on broad list of topics. Student is able to maintain conversation related to topics the student is familiar with. Student requires assistance to maintain conversation related to topics student has studied. Student is unable to maintain conversation. 6. Student uses correct grammar, form of address, and word order when initiating conversation asking or responding to questions. Student uses mostly correct grammar, form of address, and word order when initiating conversation, or asking and

	<p>responding questions. Student uses some correct grammar, form of address, and word order when initiating conversation, or asking or responding to questions. Student is unable to articulate more than one or two word responses.</p>	<p>uses some correct grammar, form of address, and word order when initiating conversation, or asking or responding to questions. Student is unable to articulate more than one or two word responses.</p>
<p>Examples of Formative Assessments that Assess:</p> <ol style="list-style-type: none"> 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Assessments must be linked to the national standards</p>	<ol style="list-style-type: none"> 1. Repetition drills in class and in the language lab. 2. Reacting to either or / yes no questions. 3. Relating information. Prepared or practiced information 4. Free response. Questions beyond information given. 5. Free response. Questions beyond information given. Plus use of transition words to maintain and expand conversation. 6. The student uses correct forms of address when speaking to or about individuals. 	<ol style="list-style-type: none"> 1. Repetition drills in class and in the language lab. 2. Reacting to either or / yes no questions. 3. Relating information. Prepared or practiced information 4. Free response. Questions beyond information given. 5. Free response. Questions beyond information given. Plus use of transition words to maintain and expand conversation. 6. The student uses correct forms of address when speaking to or about individuals.
<p>Summative Assessment Description</p> <p>Assessment must be linked to the national standards.</p>	<p>Lesson 5: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to purchasing things in Chinese.</p> <p>Lesson 6: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to visiting and inviting friends.</p>	<p>Lesson 7: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to phone conversations ascertaining the location of someone, and asking the purpose of going somewhere.</p> <p>Lesson 8: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to food, restaurants, and going out to eat at Chinese restaurants.</p> <p>Lesson 9: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to weather, the seasons, temperature in Celsius and weather in Beijing China.</p>
<p>Benchmark assessments</p> <ol style="list-style-type: none"> 1. Speaking 2. Listening / Viewing 3. Reading 4. Writing 	<p>Speaking: Respond to five teacher generated questions on a specific topic.</p> <p>Listening/ Viewing: Students will respond to questions presented by way of electronic image and narrated description.</p> <p>No reading or writing Benchmark assessments in the first thirty days.</p>	<p>Speaking: Students will prepare three possible thirty second dialogues related to Lessons 5-9 and respond to the teachers prompt.</p> <p>Reading: Students will read and translate a short story based on the lessons recently studied.</p> <p>Writing: Students will write in Chinese characters answers to questions based on the Benchmark story.</p>

Second Trimester of Course		
Course name:	Mandarin Chinese 3	
Thematic Units	Lesson 10: Review of concepts and language function introduced in Nihao2 text. Lesson1: Nihao 3 My studies:	Lesson 2:Nihao 3 School life Lesson 3:Nihao 3 How to get there?
Information Presented	<p>Asking the date, day of week, year some one was born, permission, birthdays, and starting date. Finding out what some one is doing, asking the time, asking what time someone does something, and the use of “le”.</p> <p>Asking what subjects someone has.</p> <p>Asking the subject of a period.</p> <p>Asking for a reason.</p> <p>Describing one's talent.</p> <p>Asking someone how they have done on a test.</p> <p>Asking the marks on a test.</p> <p>Asking if someone is prepared for an exam.</p> <p>Lesson 1: What subjects do you have?</p> <p>What subjects do you like and dislike?</p> <p>What were your test results?</p>	<p>How long have you studied Chinese?</p> <p>Can I borrow your book?</p> <p>When is the homework do?</p> <p>Stating the grade and class.</p> <p>Asking which school someone attends.</p> <p>Asking the number of students in a class.</p> <p>Asking how long someone has learned Chinese.</p> <p>Asking the meaning of a word or sentence.</p> <p>Seeking permission to borrow something.</p> <p>Asking the mode of transportation.</p> <p>The use of more and how many to state an amount of something.</p> <p>Asking the length of time.</p> <p>Asking where someone lives.</p> <p>Asking if a place is close or far away.</p> <p>Giving directions.</p>

<p>Activities that practice these skills:</p> <ol style="list-style-type: none"> 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Activities must be linked to the National standards</p>	<ol style="list-style-type: none"> 1. Understood by a sympathetic listener and classmates. 2. Student can reproduce sounds. Student can produce sounds;; produce short sentences; articulate ideas 3. Understood by a native speaker; Understood by a sympathetic listener and classmates. 4. Recognizes and recalls most vocabulary from previous lessons; Recognizes and recalls some vocabulary from previous lessons; Recognizes and recalls little vocabulary from previous lessons. 5. Student is able to maintain conversation with another speaker on broad list of topics. Student is able to maintain conversation related to topics the student is familiar with. Student requires assistance to maintain conversation related to topics student has studied. Student is unable to maintain conversation. 6. Student uses correct grammar, form of address, and word order when initiating conversation asking or responding to questions. Student uses mostly correct grammar, form of address, and word order when initiating conversation, or asking and responding questions. Student uses some correct grammar, form of address, and word order when initiating conversation, or asking or responding to questions. Student is unable to articulate more than one or two word responses. 	<ol style="list-style-type: none"> 1. Understood by a sympathetic listener and classmates. 2. Student can reproduce sounds. Student can produce sounds;; produce short sentences; articulate ideas 3. Understood by a native speaker; Understood by a sympathetic listener and classmates. 4. Recognizes and recalls most vocabulary from previous lessons; Recognizes and recalls some vocabulary from previous lessons; Recognizes and recalls little vocabulary from previous lessons. 5. Student is able to maintain conversation with another speaker on broad list of topics. Student is able to maintain conversation related to topics the student is familiar with. Student requires assistance to maintain conversation related to topics student has studied. Student is unable to maintain conversation. 6. Student uses correct grammar, form of address, and word order when initiating conversation asking or responding to questions. Student uses mostly correct grammar, form of address, and word order when initiating conversation, or asking and responding questions. Student uses some correct grammar, form of address, and word order when initiating conversation, or asking or responding to questions. Student is unable to articulate more than one or two word responses.
<p>Examples of Formative Assessments that Assess:</p> <ol style="list-style-type: none"> 1. How well is the student understood? 2. How well does the student understand? 3. How accurate is the student's language? 4. How extensive and applicable is the student's vocabulary? 5. How does the student maintain communication? 6. How is the student's cultural understanding reflected in communication? <p>Assessments must be linked to the national standards</p>	<ol style="list-style-type: none"> 1. Repetition drills in class and in the language lab. 2. Reacting to either or / yes no questions. 3. Relating information. Prepared or practiced information 4. Free response. Questions beyond information given. 5. Free response. Questions beyond information given. Plus use of transition words to maintain and expand conversation. 6. The student uses correct forms of address when speaking to or about individuals. 	<ol style="list-style-type: none"> 1. Repetition drills in class and in the language lab. 2. Reacting to either or / yes no questions. 3. Relating information. Prepared or practiced information 4. Free response. Questions beyond information given. 5. Free response. Questions beyond information given. Plus use of transition words to maintain and expand conversation. 6. The student uses correct forms of address when speaking to or about individuals.

<p>Summative Assessment Description Assessment must be linked to the national standards.</p>	<p>Lesson 10: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to topics and units covered in Ni hao 2.</p> <p>Lesson1: Communication: Written and verbal. Respond to teacher generated questions verbally. Respond to written questions related to school classes, the order of classes, what subjects do students dislike, and test results.</p>	<p>Lesson 2: Communication: Written and verbal. Responds to teacher generated questions verbally. Responds to written questions related to grade and class, which school someone attends, asking the number of students, how long has the student studied Chinese, asking the meaning of a sentence, asking for permission to borrow something, asking if someone has completed something, and asking how to say something in Chinese.</p> <p>Lesson 3: Communication: Written and verbal. Responds to teacher generated questions verbally. Responds to written questions related to modes of transportation, the use of more and how many to state an amount, asking the length of time, asking someone's address,</p> <p>Asking the distance between two places, giving and receiving directions.</p>
<p>Benchmark assessments</p> <ul style="list-style-type: none"> 7. Speaking 8. Listening / Viewing 9. Reading 10. Writing 	<p>Students will describe their school day and state their favorite and least favorite subjects.</p> <p>Reading: Students will read a diary entry that reviews the important vocabulary words and sentence patterns used in the Ni hao 2 textbook.</p> <p>Writing: Students will respond to questions from the diary entry.</p>	<p>Students will introduce themselves and how long they have studied Chinese or ask to borrow a book from a friend.</p> <p>No listening or viewing Benchmark for this unit.</p> <p>Reading: Students will read a short story related to school life.</p> <p>Writing: Students will respond to questions related to the story.</p>

Mandarin Chinese 4
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Mandarin Chinese 4

Enduring Understanding
What Will Students Be Able To Do

Delete as you go along!

Students will be able to share their experiences of school life, including their subjects, exams, and classmates. Students will also be able to hold basic conversations commonly used in the classroom and on school grounds
Students will be able to give directions in Chinese using towards, from, and right and left.
Students will be able to recognize cultural and historic sites within China.
Students will be able to give critical and insightful points of view concerning Chinese language and culture that will allow them to be more culturally aware in the future.

Essential Questions for the year

4. What is cultural awareness?
5. **How does speaking a world language help one's ability to be more culturally aware?**
6. How do movies provide a context in history and culture?

Program of Studies Draft

This course is an intermediate Chinese language course. Students will through spiraling expand their ability to communicate in Chinese in a variety of real life settings such as at school and interacting with friends. Students will be introduced to more complex sentence structures that will allow students to explain and compare. Socially important topics such as arranging a date, celebrating a birthday, describing travel, and communicating feelings of sickness

DHHS Mandarin Chinese 4 Course PERFORMANCE BEHAVIORS INCLUDING STRUCTURAL CONCEPTS		
Advancing	Developing	Emerging
Recognize and use zai to indicate location.		Recognize and give directions to specific places.
Recognize, respond to, and pose guide questions using ma/ne/nei/na/ji/zhe/shenme/zenmeyang		
Use of adverbs for clarification: Bu/ye/hen/dou		
Refer to people and things		

**Latin Program
Grades 9 - 12**

LATIN 1 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding:

Understanding our world today begins with a knowledge of ancient Rome and the Roman people

Essential Questions for the year:

- | | |
|-----------------------|--|
| <i>Communication:</i> | <i>How can I build a basic vocabulary in Latin?</i> |
| <i>Cultures:</i> | <i>How did architecture reflect ancient Roman traditions and values?</i> |
| <i>Connections:</i> | <i>How is the importance of the ancient Roman gods seen in our daily life today?</i> |
| <i>Comparisons:</i> | <i>How do ancient Roman beliefs about death and after compare with our own?</i> |
| <i>Communities:</i> | <i>Where and how can I find further evidence of influence from the ancient Roman culture and language?</i> |

THEME	GUIDING QUESTIONS
Roman house and home <i>Stages 1 and 2</i>	Where did Romans live? What were the roles of the family members?
Life in Pompeii – the town and its routines <i>Stages 3,4,5</i>	Where did Romans shop and what did they buy? What did Roman buildings look like? How did people travel to and from town?
The concept of slavery <i>Stages 6</i>	Who were slaves? What was their role in Roman society?
Death and the afterlife <i>Stage 7</i>	What were the mythological beliefs of the Romans?
Pastimes of the public <i>Stages 8 and 9</i>	What sports and entertainment did the Romans enjoy?
Education and politics <i>Stages 10 and 11</i>	What role did education play in the lives of Roman children? What was the definition of a Roman citizen? How were people elected to serve in office?
The end of an era <i>Stage 12 - Vesuvius</i>	What is Vesuvius? What impact has it had on modern society?
Resources: Text: <u>Cambridge Latin Course: Unit 1</u> Teacher-generated vocabulary and cultural information, including slides of classical art, architecture, and artifacts.	

LATIN 2 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding:

Britain and Egypt: Two cultures changed since Roman occupation

Essential Questions for the year:

- | | |
|----------------|---|
| Communication: | How do we know about Roman colonization? |
| Cultures: | Where can we see evidence of Roman influence in British and Egyptian societies in the 21 st century? |
| Connections: | What were the economic and cultural benefits of Roman contact with other societies? |
| Comparisons: | What changes occurred in Roman provinces resulting from Roman occupation? |
| Communities: | How can Roman culture be shared in an inter-school setting today? |

Theme	Guiding Questions
Salvius, farming and villas in Roman Britain, slaves; Complementary infinitive with <i>posse, velle, nolle</i> <i>Stage 13</i>	How did Rome come into contact with Britain? What were the economic advantages to being in Britain?
History of the Roman invasion and occupation of Britain; Dative of reference; the emphatic pronoun <i>ipse</i> ; negative imperative; the appositive, the present participle <i>Stage 14</i>	What did the Romans gain from their occupation of Britain? Who moved to the provinces? How did the local people view the Romans? How did the Romans view the local people?
Rex Cogidubnus (can be combined with St. 16 culture); the relative pronoun; the reflexive pronouns <i>Stage 15</i>	What were the cultural benefits of contact with Britain?
The palace at Fishbourne; Pluperfect and future perfect active indicative <i>Stage 16</i>	What were the cultural benefits of contact with Britain?
The city of Alexandria and perhaps the Seven Wonders; the genitive case; the future active (if not done previously); comparison of adjectives <i>Stage 17</i>	How did Rome come into contact with Egypt? What were the economic advantages to being in Egypt?
Glassmaking; Roman Egypt; Comparison of adverbs; the perfect passive system <i>Stage 18</i>	What did the Romans gain from their occupation of Egypt? How did the local people view the Romans? How did the Romans view the local people?
The worship of Isis plus other mystery religions; the present passive indicative	What was the role of religion and cultural identity in Rome? What religions existed in

system; directional chart <i>Stage 19</i>	Rome? How did Rome view other religions?
Medicine and science; future active and passive participles; all infinitives <i>Stage 20</i>	How have scientific advances from Roman times affected our knowledge of medicine and science today?
<p>Resources:</p> <p>Text: <u>Cambridge Latin Course: Unit 2</u></p> <p>Teacher-generated vocabulary and cultural information, including slides of classical art, architecture, and artifacts.</p>	

LATIN 3 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding:

Poetry reflects a people and their times

Essential Questions for the year:

- | | |
|----------------|--|
| Communication: | Who are we? |
| Cultures: | What are the concepts of <i>self</i> in Roman culture? |
| Connections: | How can we connect the aspects of the Latin language to other areas of study? |
| Comparisons: | How does self-identity change? |
| Communities: | How do the latin language and Roman culture enhance a deeper study of English and Romance languages as well as other areas of studies? |

Theme	Guiding Questions
Ovid, his life, times, and selected works	Who was Ovid? What does Ovid tell us about himself and his civilization in literature? How has Roman literature survived?
An introduction to the epigrammist, Martial	Who was Martial? How did Martial's works reflect Roman culture?
Resources: Text: <u>Our Living Heritage II, Cambridge Latin Course: Unit 3</u> Teacher-generated grammar, vocabulary and cultural information, including slides of classical art, architecture, and artifacts. The focus of this course is to study advanced grammer to facilitate the reading and appreciation of Latin literature.	

LATIN 4 COURSE
DANIEL HAND HIGH SCHOOL

Classes meet 2 trimesters, or 120 days [120 hours], per year

Enduring Understanding:

Classical literature is a chronicle of history past, present, and future

Essential Questions for the year:

- | | |
|----------------|---|
| Communication: | How can we translate a classical work to have meaning in 21 st century global society? |
| Cultures: | How does classical literature reflect the values of a society? |
| Connections: | How has classical literature influenced English-language literature? |
| Comparisons: | Why has Roman literature survived the ages? |
| Communities: | How can we share the historical importance of Roman literature with others? |

Theme	Guiding Questions
Cicero [the First Catilinarian]	Who was Cicero? What did it mean to be a citizen in Rome? What did it mean to be a non-citizen in Rome? What were the different social classes and how were they divided? How do we interpret Cicero's works as they relate to Roman culture?
Ovid [selections from <i>Metamorphoses</i>]	Who was Ovid? How do we interpret Ovid's works as they relate to Roman culture?
Catullus [selected poems]	Who was Catullus? How do we interpret Catullus' poems as they relate to Roman culture?
Vergil [selections from Books I and II of the <i>Aeneid</i>]	Who was Vergil? ? What can we learn about Rome and Roman influence from the <i>Aeneid</i> ? What are some universal themes found in Vergil's work?
Homer [<i>Iliad</i>]	Who was Homer? What are some universal themes found in Homer's epic? Was there a Trojan War? How does the <i>Aeneid</i> reflect the Augustan Age?
Resources: Teacher-generated readings, activities, and slides.	

World Languages Program

**Benchmark
Performance Assessments
and
Rubrics**

BROWN SCHOOL GRADE 5 AND 6 SPANISH BENCHMARK ASSIGNMENTSBenchmark Assignments:

- Benchmark assessments should be done at mid-year and again at year's end.
- There should be assignments in:
 - writing: student re-tells a story or draws a picture and then tells that story, using vocabulary*
 - speaking: student orally re-tells a Gabi story, or tells a story that has been written using Gabi vocabulary
 - listening: teacher gives a dictation to students (teacher tells the story 3 times) where the student illustrates the dictation and then retells the story. (Teacher puts up key word for each picture in English.)
 - reading: Student reads a passage from Gabi and writes a story, using 5-6 vocabulary words from passage,

Anchor papers:

- "Above expectations: A+ to an A
- Meets expectations: A to B
- Meets some expectations: Ct to C-
- Barometer student: below C-

*Students do not yet need to be graded on spelling. We are looking primarily for proficiency in communication and are not focusing on perfect spelling at this level.

POLSON SCHOOL GRADE 7 AND 8 SPANISH BENCHMARK ASSIGNMENTS

Polson/DHHS Spanish/French 1				
	Speaking Communication 1.3- Presentational [1.1- Interpersonal]	Writing Communication 1.3- Presentational	Listening Communication 1.2-Interpretive Culture 2.1 Connections-3.1	Reading/Viewing Communication 1.2-Interpretive Culture 2.1 Connections-3.1
Spanish/French 1: Mid-Year	Describe Likes/dislikes Family/Friends	Retell or create a story	React to a story or dialog heard by: Drawing illustrations	React to a reading or film by: Drawing illustrations
Spanish/French 1: Final	Describe: Weekend Plans	Describe: Home and Family	React to a story or dialog heard by: Answering questions; Creating a new ending	React to a reading or film by: Answering questions; Creating a new ending

Polson/DHHS Spanish/French 2				
	Speaking Communication 1.3- Presentational 1.1-Interpersonal	Writing Communication 1.3-Presentational Culture-2.1 Connections 3.1 Comparisons-4.2	Listening Communication 1.2-Interpretive Culture 2.1 Connections-3.1	Reading/Viewing Communication 1.2-Interpretive Culture 2.1 Connections-3.1

Spanish/French 2 Mid-Year	Relate events from a story studied in class	Describe daily routine	React to a dialog or story from the text CD by answering either subjective or objective questions	React to a reading passage taken from one of the TPRS mini-novels or an authentic reading selection or to a film seen in class by answering subjective questions
Spanish/French 2 Final	Relate what someone did	Write an article about a place studied, highlighting cultural aspects/differences; Compare your experience with something from a story read	React to a dialog or story from the text CD by answering either subjective or objective questions	React to a reading passage taken from one of the TPRS mini-novels or an authentic reading selection or to a film seen in class by answering subjective questions

BENCHMARK PERFORMANCE ASSESSMENTS AND RUBRICS
DANIEL HAND HIGH SCHOOL WORLD LANGUAGES DEPARTMENT

Linked to the State and National Standards for Foreign Language Learning and to the DHHS Goal:

Demonstrates proficiency and fluency in communication to meet the literacy demands of the global community.

Students are expected to perform at the **Meets Expectations** level or higher for the assignments below according to the world language and school-wide rubrics found at the end of this section.

Course: **Spanish 1 [Grade 7 Spanish]**

Listening / Viewing 1.2	Speaking 1.3	Reading 1.3	Writing 1.3, 2.1, 4.2	Culture 4.2
React to teacher story or description via illustrations, responses to questions about the story, or by creating an original ending to the story	<p>Describe one of the following topics according to the rubric provided by the teacher:</p> <ul style="list-style-type: none"> • Likes and dislikes • Family and friends • Weekend plans 	<p>Illustrate a scene read Or Respond to objective questions about a selection read during the course of study, which may include:</p> <p><i>Patricia va a California Casi se muere</i></p> <p>or other age and level appropriate reader</p>	<p>Develop a 100-word paragraph describing you, your family, and your home.</p> <p>Create an original dialog using questions containing interrogatives practiced this year.</p>	This assessment may be linked to the Reading or Writing Assessments for Spanish 2

Course: **French 1 [Grade 7-8 French]**

Listening / Viewing 1.2	Speaking 1.3	Reading 1.2	Writing 1.3, 2.1, 4.2	Culture 2.1
React to teacher story or description via illustrations, responses to questions about the story, or by creating an original ending to the story	<p>Describe one of the following topics according to the rubric provided by the teacher:</p> <ul style="list-style-type: none"> • Likes and dislikes • Family and friends • Weekend plans 	<p>Illustrate a scene read Or Respond to objective questions about a selection read during the course of study, which may include:</p> <p><i>Pauvre Anne</i> <i>Patricia va en Californie</i> <i>Presque mort</i></p> <p>or other age and level appropriate reader</p>	Develop a 100-word paragraph describing you, your family, and your home.	This assessment may be linked to the Reading or Writing Assessments for French 1

Course: **Mandarin Chinese 1**

Listening / Viewing 1.2	Speaking 1.3	Reading 1.2	Writing 1.3, 2.1	Culture 1.3, 2.2, 4.2
React to teacher story or description via illustrations, responses to questions about the story, or by creating an original ending to the story	<p>Describe one of the following topics according to the rubric provided by the teacher:</p> <ul style="list-style-type: none"> • Likes and dislikes • Family and friends 	<p>Illustrate a scene read Or Respond to objective questions about a selection read from the <u>Nǐ Hǎo</u> text during the course of study</p>	Write a series of sentences about yourself, a family member or friend using Chinese characters as the means of delivery	Prepare a presentation about Chinese and American foods and describe visuals to the class

Course: **Spanish 2 [Grade 8 Spanish]**

Listening / Viewing 1.2	Speaking 1.3, [2.1]	Reading 1.2	Writing 1.3, 2.1, 4.2	Culture 2.1
Give a summary of a passage or song heard or an episode of the Spanish 2 DVD series viewed [e.g. <i>Isabel</i>]	<p>Describe one of the following topics according to the rubric provided by the teacher:</p> <ul style="list-style-type: none"> • a traditional holiday celebrated in another culture or at home • party plans • activities and events of the past weekend or vacation 	<p>Respond to objective and subjective questions about a selection read during the course of study, which may include:</p> <p><i>El viaje de su vida</i> <i>Mi propio auto</i></p> <p>or other age and level appropriate reader</p>	Write a 100-200 word paragraph about what you did during a recent trip, sporting event, or visit.	This assessment may be linked to the Reading or Writing Assessments for Spanish 2

Course: **French 2**

Listening / Viewing 1.2, 2.1	Speaking 1.3, [2.1]	Reading 1.2	Writing 1.3, 2.1, 4.2	Culture 2.1
Give a summary of a passage or song heard or an episode of the <i>Clementine</i> episode viewed	<p>Describe one of the following topics according to the rubric provided by the teacher:</p> <ul style="list-style-type: none"> • a traditional holiday celebrated in another culture or at home • party plans • activities and events of the past weekend or vacation 	<p>Respond to objective and subjective questions about a selection read during the course of study, which may include:</p> <p><i>Presque mort</i> <i>Le voyage de sa vie</i> <i>Ma propre voiture</i></p> <p>or other age and level appropriate reader</p>	Write a 100-200 word paragraph about what you did during a recent trip, sporting event, or visit.	This assessment may be linked to the Reading or Writing Assessments for French 2

Course: **Mandarin 2**

Listening/Viewing	Speaking	Reading	Writing	Culture
React to teacher story via illustrations, responses to questions about a the story, or creating an original ending to the story	Describe one of the following topics according to the rubric provided by the teacher using Chinese characters: Likes and dislikes Family and friends	Illustrate a scene read Or Respond to objective questions about a selection from <i>Ni Hao II</i> text during the course of study	Write a series of sentences about yourself and your daily routine, your house, your clothing preferences, making phone calls, and eating using Chinese characters as the means of delivery.	Prepare a presentation about a geographic region of China and describe the area to the class using visuals.

Course: **Spanish 3**

Listening / Viewing 1.2, 5.1	Speaking 1.3, 2.1, 3.1	Reading 1.2, 2.1/2.2	Writing 1.3, 3.1, [4.2]	Culture 2.1/2.2
Predict what will happen next after viewing an episode of <i>La Catrina</i> Or Create a new ending based upon previous episodes viewed	Summarize the plot and events and discuss the psychology of the characters in a work read this year.	Respond to subjective questions concerning a passage or themes from a work read, which may include: <i>Viva el toro</i> <i>Marianela</i> , or other authentic reading selection	Write a 200-word paragraph describing, comparing and contrasting specific aspects of Mexican geography, culture, or traditions Or Write a 150-200 word paragraph describing your childhood using the past tenses you know.	This assessment may be linked to the Speaking or Writing assessments described for Spanish 3

Course: **French 3**

Listening / Viewing 1.3, 3.1, 5.1	Speaking 1.3, 3.1, [2.1]	Reading 1.2, 2.1/2.2	Writing 1.3, 3.1, 4.2	Culture 2.1/2.2
Predict what will happen next after viewing a segment of a DVD used in French 3 or Create a new ending based upon previous episodes viewed	Present [e.g. via power point] to the class one of the following: An original story created using pertinent vocabulary studied in class; Information about a culture, community, or country studied in class; [see Writing Assessment]	Respond to subjective questions concerning a passage or themes from a work read, which may include: <i>Vive le taureau</i> <i>Où est passé Martin</i> Or an authentic reading selection	Write a 200-word paragraph describing, comparing and contrasting specific aspects of French geography, culture, or traditions Or Write a 150-200 word paragraph describing your childhood using the past tenses you know.	This assessment may be linked to the Speaking or Writing assessments described for French

Course: **Spanish 4**

Listening / Viewing 1.2, 1.3, 2.1	Speaking 1.3, 5.1	Reading 1.2, 2.2, 3.1	Writing 1.3, 2.1, 3.1	Culture 2.1, 2.2
View an episode of the telenovela <i>Destinos</i> and comment on your perceptions concerning: character traits, the problem encountered, or what the characters should do	Discuss the characters of the telenovela <i>Destinos</i> according to a rubric prepared by the teacher	Respond to subjective questions concerning one of the <i>Leyendas de España</i>	Write a 1-2 page summary of a selected Spanish legend analyzing form and content Or Retell an episode of " Destinos " using the past tenses.	This assessment may be linked to the Reading or Writing assessments described for Spanish 4

Course: **Spanish 4 Honors**

Listening / Viewing 1.2, 1.3, 2.1	Speaking 1.2, 1.3, 3.1	Reading 1.2, 2.1, 4.2	Writing 1.3, 3.1, 2.1, 5.1	Culture 2.1, 2.2
<p>View an episode of the telenovela and comment on your perceptions concerning:</p> <p>character traits, the problem encountered, or what the characters should do</p>	<p>Respond to directed response questions, explaining answers and supporting opinions with some degree of detail</p>	<p>Respond to subjective questions concerning a work studied in class, for example, <i>Cajas de cartón</i></p>	<p>Write a thoughtful essay, analyzing a specific topic covered in class or synthesizing information obtained through these readings</p>	<p>This assessment may be linked to the Reading or Writing assessments described for Spanish 4 Honors</p>

Course: **French 4 Honors**

Listening / Viewing 1.2, 2.1, 3.1, 5.1	Speaking 1.3, 1.2	Reading 1.2, 2.1	Writing 1.3, 3.1, 5.1	Culture 1.3, 3.1, 2.1, 5.1
<p>View a segment of an authentic film [e.g. <i>Cyrano</i>] and comment on your perceptions concerning:</p> <p>Character traits, The problem encountered, Or What the characters should do</p>	<p>Describe an illustrated situation and respond to a series of graded questions</p>	<p>Respond to subjective questions concerning a work studied in class, for example, an episode from <i>Les récrés du petit Nicolas</i> or from one of <i>La Fontaine's Fables</i></p>	<p>Write a thoughtful essay, analyzing a specific topic covered in class or synthesizing information obtained through these readings</p>	<p>Discuss and analyze France's impact on Western history in: A teacher-guided activity Or A powerpoint presentation Or An essay</p>

Course: **Spanish 5**

Listening / Viewing 1.2, 1.3, 2.1	Speaking 1.3, 2.1, 3.1	Reading 1.2, 2.1, 3.1	Writing 1.3, 2.1, 2.2, 5.1	Culture 2.1, 2.2, 3.1
<p>View an episode of the telenovela <i>Destinos</i> and comment on your perceptions concerning:</p> <ul style="list-style-type: none"> character traits, the problem encountered, or what the characters should do 	<p>Present an original legend to the class [see Writing assessment]</p>	<p>Analyze and respond to subjective questions concerning <i>El enano de Uxmal</i> or other legend studied in class</p>	<p>Create an original legend, based upon the style and themes of the Hispanic legends studied this and last year</p>	<p>This assessment may be linked to the Reading or Writing assessments described for Spanish 5</p> <p>Or</p> <p>Discuss the impact of the ancient Aztec and Mayan civilizations on modern-day Mexico</p>

Course: **Advanced Placement Spanish 5**

Listening / Viewing 1.1, 1.2, 2.1, 3.1, 5.1	Speaking 1.3, 2.1, 2.2, 4.2	Reading 1.2, 2.1, 3.2	Writing 1.3, 2.1	Culture 2.1, 2.2
<p>Participate in an authentic game show based upon the <i>¿Qué dice la gente?</i> program viewed regularly in class</p>	<p>Extended speaking analysis [20-second responses] to questions about Hispanic culture</p>	<p>Analyze or respond to subjective questions concerning <i>Preguntas</i> by Esmerelda Santiago or other work studied in class</p>	<p>Analyze the plot in <i>Una carta a Diós</i> or other reading studied in class</p>	<p>This assessment may be linked to any of the other four in AP Spanish 5</p>

Course: **French 5 Honors**

Listening / Viewing 1.1, 1.2, 2.1, 3.2	Speaking 1.2, 1.3, 3.1	Reading 1.2, 2.1, 3.2, 4.2	Writing 1.3, 3.1, 4.1, 5.1	Culture 1.1, 2.1, 3.2, 4.2, 5.1
Listen to an audio article from <i>Champs Élysées</i> or other French media source and share your opinions about what you have learned	Extended speaking analysis [20-second responses] to questions about French culture	Discuss, compare and contrast, and analyze the central themes of selected literary works from various time periods	Discuss and analyze the central theme of a novel studied this year, and explain how it pertains to your own life	Observe, research, and discuss the various views conveyed across cultures in the media today

Course: **Latin 1-4**

Listening / Viewing	Speaking	Reading	Writing	Culture
Latin students are assessed annually according to the criteria established in the National Latin Exam				

BROWN SCHOOL GRADE 5 AND 6 SPANISH RUBRIC FOR PREPARED ORAL EVALUATION

Category	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations
Comprehensibility	Content was easy to understand. If a story, it was a complete story, with a beginning, middle, and end.	Content was fairly easy to follow, but there was some hesitation.	Somewhat comprehensible. Errors may interfere with meaning.	Generally incomprehensible. Communicates very little.
Correctness of language	Good pronunciation. No grammar mistakes. Language flowed smoothly.	Mostly correct, but some difficulty with grammar/pronunciation.	Frequent mispronunciation/errors cause some misunderstanding.	Little attempt made to pronounce correctly. Significant errors in usage or grammar.
Acting/Dialogue	Content was creative and told with expression and physical movement.	Some vocal expression and creativity. The story was told correctly with some elaboration.	Occasionally uses vocal/facial expressions and body movements to convey meaning.	Monotone. Minimal effort/English used. No use of vocal/facial or body movement.
Listens to Others	Always listens attentively to other storytellers. Is polite and does not make distracting gestures or sounds.	Usually listens attentively to other storytellers. Rarely makes distracting gestures or sounds.	Sometimes listens to other storytellers, but sometimes makes a gesture or sound that is distracting.	Does not listen attentively. Tries to distract the storytellers or other students, makes fun of them, or does other things instead of listening.
Preparation	Always uses preparation time wisely. Always listens to classmates and shares his/her own opinion. Is always considerate of ongoing classes.	Usually uses time wisely. Usually listens to classmate and adds his/her own opinion. Usually is considerate of ongoing classes.	Sometimes listens and exchanges viewpoints with his classmates. Sometimes is considerate of ongoing classes.	Tries to distract others. Works uncooperatively. Frequently off task.

BROWN SCHOOL GRADE 5 AND 6 SPANISH RUBRIC FOR SPONTANEOUS ORAL EVALUATION

Category	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations
Comprehensibility	Content was easy to understand. If a story, it was a complete story, with a beginning, middle, and end.	Content was fairly easy to follow, but there was some hesitation.	Somewhat comprehensible. Errors may interfere with meaning.	Generally incomprehensible. Communicates very little.
Correctness of language	Good pronunciation. No grammar mistakes. Language flowed smoothly.	Mostly correct, but some difficulty with grammar/pronunciation.	Frequent mispronunciation/errors cause some misunderstanding.	Little attempt made to pronounce correctly. Significant errors in usage or grammar.
Acting/Dialogue	Content was creative and told with expression and physical movement.	Some vocal expression and creativity. Content was told correctly with some elaboration.	Occasionally uses vocal/facial expressions and body movements to convey meaning.	Monotone. Minimal effort/English used. No use of vocal/facial or body movement.
Listens to Others	Always listens attentively to other presenters. Is polite and does not make distracting gestures or sounds.	Usually listens attentively to other storytellers. Rarely makes distracting gestures or sounds.	Sometimes listens to other presenters, but sometimes makes a gesture or sound that is distracting.	Does not listen attentively. Tries to distract the storytellers or other students, makes fun of them, or does other things instead of listening.

BROWN SCHOOL GRADE 5 AND 6 SPANISH READING COMPREHENSION RUBRIC

Category	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations
Comprehension	Displays excellent comprehension of the story.	Displays good comprehension of the story.	Displays minimal comprehension of the story.	Displays misunderstanding of the story.
Evidence of Content Retention.	Is able to re-tell the story in detail.	Is able to recall most major events and most details that occurred during story.	Is able to recall some major events and some general details that occurred during the story.	Cannot recall any important events or details.
Connections	Makes conscious connections between prior knowledge and text while reading to construct meaning.	Makes good connections between the story and personal experiences.	Makes superficial or limited connections between the story and personal experiences.	Unable to make connections between the story and personal experiences.
Visualization	Is able to convey story in detail through the use of artistic means (ex. gestures or illustrations)	Is able to convey most details in story through the use of artistic means (ex. gestures or illustrations)	Is able to convey some details in story through the use of artistic means (ex. gestures or illustrations)	Is able to convey very few details in story through the use of artistic means (ex. gestures or illustrations)

BROWN SCHOOL GRADE 5 AND 6 SPANISH RUBRIC FOR WRITING

Category	4 Exceeds Expectations	3 Meets Expectations	2 Meets Some Expectations	1 Does Not Meet Expectations
Organization	Ideas are clearly and sequentially organized. Story has a strong beginning, middle and end.	Ideas are mostly organized. Story has a beginning, middle, and end.	Ideas are somewhat organized. Story shows evidence of a beginning, middle, and end.	Story is poorly organized. There is little to no evidence of a beginning, middle, and end.
Language Mechanics	No errors in language mechanics. All sentences use correct punctuation and capitalization.	Few errors in language mechanics. Most sentences use correct punctuation and capitalization.	Some errors in language mechanics.	Many errors in language mechanics. Many sentences do not use correct punctuation and capitalization.
Language Accuracy	Demonstrates an excellent control of grammar. There are no errors.	Demonstrates control of grammar with occasional errors that do not affect understanding.	Demonstrates partial control of grammar with some errors that may or may not affect understanding.	Demonstrates little or no control of grammar, as well as frequent errors that affect understanding.
Vocabulary	Uses a wide variety of vocabulary words that are based on prior knowledge, but not limited to words from current lesson.	Uses some vocabulary words that are based on prior knowledge, but not limited to words from current lesson.	Uses basic vocabulary correctly.	Vocabulary words were lacking or misused. (ex. words are taken out of context from dictionary or Internet)
Creativity	Story was very creative with excellent description.	Story was creative with good elaboration.	Story was somewhat creative with some elaboration.	Story lacked creativity and had little to no elaboration.

POLSON SCHOOL GRADE 7 AND 8 SPANISH AND FRENCH RUBRIC FOR SPEAKING

Category	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Does Not Meet Expectations
Fluency	Student speaks in simple sentences using known vocabulary with ease and confidence.	Student expresses simple sentences using known vocabulary, with some hesitancy	Student expresses limited simple sentences using known vocabulary, with hesitancy	Student is unable to express simple sentences using known vocabulary
Pronunciation	Student's pronunciation of words and phrases is comprehensible to a native speaker.	Student pronounces the majority of words comprehensibly to teacher and fellow students.	Student pronounces some words comprehensibly to teacher and fellow students.	Student pronounces words and phrases that are incomprehensible to teacher and fellow students.
Basic Grammar and Vocabulary Use	Student is able to correctly compose a sentence using a wide range of known vocabulary and to recombine vocabulary in new ways.	Student is able to correctly compose a sentence using known vocabulary.	Student is able to correctly compose a sentence using limited vocabulary and many cognates.	Student is unable to correctly compose a sentence using known vocabulary vocabulary.

POLSON SCHOOL GRADE 7 AND 8 SPANISH AND FRENCH RUBRIC FOR LISTENING

Category	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Does Not Meet Expectations
Comprehension	Student consistently demonstrates understanding of all instructions and more complex narration of known vocabulary.	Student demonstrates understanding of instructions and short simple narration of known vocabulary.	Student demonstrates limited understanding of instructions and short simple narration of known vocabulary.	Student is unable to demonstrate understanding of instructions and short simple narration of known vocabulary.

POLSON SCHOOL GRADE 7 AND 8 SPANISH AND FRENCH RUBRIC FOR READING

Category	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Does Not Meet Expectations
Oral Reading	Student reads sentences with few or no mistakes.	Student reads the majority of sentences fluently and with correct pronunciation. This is done with some error.	Student reads some sentences fluently and with some correct pronunciation. This is done with some error.	Student is unable to read simple sentences without stopping. Student also does not read with the correct inflection.
Reading Comprehension	Student can correctly answer questions about the ancillary materials as well as the text.	Student demonstrates an understanding of the text and can answer questions about the text.	Student demonstrates limited understanding of the text and can answer some questions about the text.	Student does not demonstrate an understanding of the text.

POLSON SCHOOL GRADE 7 AND 8 SPANISH AND FRENCH RUBRIC FOR WRITING

Category	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Does Not Meet Expectations
Grammar	Student composes all sentences with little or no mistakes.	Student composes the majority of sentences correctly, with few errors.	Student composes some sentences correctly, with some errors.	Student is unable to compose simple sentences.
Vocabulary	Student uses correct and ancillary vocabulary with little or no mistakes.	Student uses correct vocabulary with few errors.	Student uses some correct vocabulary with some errors.	Student is unable to correctly use expected vocabulary.
Plot	Story has greater theme and level of detail, e.g., character solves a problem.	Story has a clear beginning, middle, and end.	Story lacks a clear beginning, middle, or end.	Story has no structure.

WORLD LANGUAGES HIGH SCHOOL PROGRAM
RUBRICS FOR BENCHMARK PERFORMANCE ASSESSMENTS

Link to DHHS Goal: Demonstrates proficiency and fluency in communication to meet the literacy demands of the global community.

A. Reading/ Listening / Viewing

Exceeds Expectations	<ul style="list-style-type: none"> The student applies effective reading strategies in the target language to comprehend main ideas and significant details on a variety of topics ; The student interprets, evaluates, and analyzes text based on knowledge aquired in this course and in other content areas to acquire content knowledge; The student dispays an awareness of author perspective; The student reads independently for assignments and for pleasure and reads above grade level.
Meets Expectations	<ul style="list-style-type: none"> The student applies effective reading strategies in the target language to comprehend main ideas and some details on a variety of topics; The student interprets and evaluates text based on teacher questions and knowledge aquired in this course and in other content areas to acquire content knowledge; The student dispays some awareness of author perspective; The student reads independently for assignments
Meets Some Expectations	<ul style="list-style-type: none"> The student applies some reading strategies in the target language to comprehend main ideas of class reading material; The student interprets text based on teacher questions in order to acquire content knowledge; The student dispays some awareness of author perspective; The student reads collaboratively in class when completing assignments and sometimes reads independently for school or for pleasure
Does Not Meet Expectations	<ul style="list-style-type: none"> The student has difficulty applying reading strategies in the target language and does not comprehend the main ideas of class reading material without collaboration or assistance; The student cannot independently understand, interpret, and evaluate text to acquire content knowledge; The student may determine author perspective with collaboration or assistance; The student has difficulty reading independently, reads below grade level, and rarely, if ever, reads for pleasure.

B. Writing

Exceeds Expectations	<ul style="list-style-type: none"> The student understands not only the objective but also the implications of assignments. Relevant, thorough, and well-developed treatment of the topic. Very well organized. Control of a variety of time frames [where applicable], structures, and idioms. Rich, precise, idiomatic vocabulary; ease of expression. Excellent command of the conventions of level-appropriate written expression in the target language (orthography, sentence structure, paragraph structure and punctuation). The student successfully completes all parts of the writing process, including peer and self-evaluation.
Meets Expectations	<ul style="list-style-type: none"> The student understands the objective of assignments and selects an appropriate mode of written expression with a focus. Relevant treatment of the topic; adequate organization. Evidence of control of a variety of time frames [where applicable], structures, and idioms, although a few grammatical errors may occur. Considerable breadth of vocabulary, appropriate to the level, but occasional native-language interference. Conventions of written expression are generally correct in the target language. The student completes most parts of the writing process, including evaluation.
Meets Some Expectations	<ul style="list-style-type: none"> The student requires some additional explanations and models in order to understand the objective of assignments or to complete the writing process in the target language. Writing may show minimal relevance to the topic and/or inadequate organization. Numerous grammatical errors even in elementary structures. Vocabulary is limited with significant second language interference, or is not level appropriate. There may be pervasive errors of orthography, punctuation, and capitalization and in the conventions of written expression in the target language.
Does Not Meet Expectations	<ul style="list-style-type: none"> The student misinterprets significant elements of writing assignments, selecting an inappropriate mode or using it incorrectly. There are constant grammatical errors that impede communication. Disorganized, sentences have no connection to each other. Vocabulary is insufficient to the level with frequent native language interference. There are severe problems with orthography, punctuation, and capitalization that may interfere with written communication. There are pervasive errors of the conventions of written expression in the target language.

C. Speaking

Exceeds Expectations	The student applies effective and efficient listening and viewing strategies to understand, interpret, evaluate, and analyze material to acquire content knowledge in the target language. S/he reflects and responds creatively to a variety of material, and delivers fluent and coherent oral / visual presentations in the target language . In particular, the student will demonstrate: <ul style="list-style-type: none"> • an extensive vocabulary reflecting idiomatic and culturally authentic expressions and a variety of thematic word groups • a high level of fluency and ease of expression that is understood by a native speaker • excellent pronunciation and intonation • few errors in structure / familiar structures applied to new situations
Meets Expectations	The student applies effective listening and viewing strategies to understand, interpret, evaluate, and analyze material to acquire content knowledge in the target language. S/he reflects and responds to a variety of material and delivers coherent oral / visual presentations in the target language . In particular, the student will demonstrate: <ul style="list-style-type: none"> • a good vocabulary from a variety of thematic word groups • an adequate level of fluency and ease of expression that is understood by a sympathetic native speaker • good pronunciation and intonation • few errors of structure
Meets Some Expectations	The student applies some listening and viewing strategies to understand, interpret, evaluate, and attempt to analyze material to acquire content knowledge in the target language. S/he may need assistance to respond to material. S/he may be reluctant to deliver oral / visual presentations in the target language . In particular, the student will demonstrate: <ul style="list-style-type: none"> • narrow range of appropriate vocabulary with frequent use of [false]cognates • limited fluency, some pauses, and some difficulty with expression of ideas • fair pronunciation and intonation that may affect comprehension • limited control of structures, frequent errors
Does Not Meet Expectations	The student has difficulty applying listening and viewing strategies without assistance to understand, interpret, and evaluate material to acquire content knowledge in the target language. The student's ability to respond to material or to deliver oral / visual presentations in the target language is very limited . <ul style="list-style-type: none"> • few vocabulary resources • fragmented speech, frequent pauses • poor pronunciation that interferes with communication • glaring weaknesses in use of structure • no response or response in English

BROWN SCHOOL GRADE 5 AND 6 SPANISH BENCHMARK ASSIGNMENTSBenchmark Assignments:

- ⊕ Benchmark assessments should be done at mid-year and again at year's end.
- ⊕ There should be assignments in:
 - writing: student re-tells a story or draws a picture and then tells that story, using vocabulary
 - speaking: student orally re-tells a Gabi story, or tells a story that has been written using Gabi vocabulary
 - listening: teacher gives a dictation to students (teacher tells the story 3 times) where the student illustrates the dictation and then retells the story. (Teacher puts up key word for each picture in English.)
 - reading: Student reads a passage from Gabi and writes a story, using 5-6 vocabulary words from passage,

Anchor papers:

- ⊕ "Above expectations: A+ to an A
- ⊕ Meets expectations: A to B
- ⊕ Meets some expectations: Ct to C-
- ⊕ Barometer student: below C-

NB: Spelling information concerning student work:

Students do not need to be graded on spelling. We are looking for "comprehensible input", not just correct spelling

DHHS WORLD LANGUAGES SAMPLE ASSESSMENT RUBRICS

SAMPLE RUBRIC 1 Español 2 y 3 [CRITERIOS DE EVALUACIÓN PARA LAS COMPOSICIONES](#)

		Points
Content /20	<ul style="list-style-type: none"> ▪ Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate. ▪ Limited information; ideas present but not developed; lack of supporting detail or evidence. ▪ Adequate information; some development of ideas; some ideas lack supporting detail or evidence ▪ Very complete information; no more can be said; thorough, relevant, on target. 	0-12 13-15 16-18 19-20
Organization /20	<ul style="list-style-type: none"> ▪ Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate. ▪ Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. ▪ An apparent order to the content is intended; somewhat choppy, loosely organized but main points do stand out although sequencing of ideas is not complete. ▪ Logically and effectively ordered from introduction to conclusion; main points and details are connected; fluent. 	0-12 13-15 16-18 19-20
Vocabulary /30	<ul style="list-style-type: none"> ▪ Inadequate, repetitive, incorrect use or non use of words studied; literal translations; abundance of invented words or words in english; or not enough to evaluate. ▪ Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied. ▪ Adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied. ▪ Broad; impressive, precise and effective word use/choice; extensive use of words studied. 	0-18 19-23 24-27 28-30
Grammar /30	<ul style="list-style-type: none"> ▪ Abundance of errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. ▪ Frequent errors in use and form of the grammar presented in lesson; some errors in subject/verb agreement; some errors in noun/adjective agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language. ▪ Occasional errors in use and form of the grammar presented in lesson; occasional errors in subject/verb or noun/adjective agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. ▪ No errors in the grammar presented in lesson; very few errors in subject/verb or noun/adjective agreement; work was well edited for language. 	0-18 19-23 24-27 28-30

SAMPLE RUBRIC 2

ESPAÑOL 3: RÚBRICO PARA EL RETRATO SOBRE FRIDA KAHLO Y SUS OBRAS

Frida ha muerto pero tiene otra exhibición! Ay dios mío! Te toca a ti. Crea un retrato / autorretrato que te explica.

Hay que mostrar tus emociones, tus experiencias y tus dolores físicos y emocionales (si has tenido algunos).

Has tenido una experiencia mala / buena en tu vida?
Píntalo y explicánsolo.

Debes poder explicarnos:

- los símbolos que has escogido para tu retrato / autorretrato
- los pensamientos / sentimientos que habías tenido durante este periodo de tu vida y
- usar el presente perfecto / pasado perfecto correctamente.

	1 punto	3 puntos	5 puntos
Fluidez	Tú no puedes hablar. Tú debes practicar conmigo.	Tú puedes hablar. Hay pocas pausas. Practica un poco más y serás mejor.	Tú puedes hablar muy bien. ¡Excelente! Hay evidencia que tú sabes hablar español bien.
Vocabulario	Tú no usas el vocabulario. Tú debes estudiar el vocabulario más. Hay muchos errores.	Tú usas el vocabulario. Es suficiente. ¿Puedes usar más en el futuro?	Tú usas muchísimo vocabulario. Tú preparaste bien tus respuestas. Son muy completas.
Gramática	Tú no usas la gramática. Hay muchos errores.	Tú usas la gramática que practicamos. Es suficiente. Hay pocos errores. Practica más.	Tú no tienes ningunos errores con la gramática. ¡Olé! Tú comprendes los conceptos y tú puedes usarlos bien.
Contenido	Tú no hablas sobre el tema correcto. Tú necesitas escuchar mejor.	Tú hablas sobre el tema correcto. Tienes ideas buenas pero necesitas más información.	Tú hablas sobre el tema correcto. Tú puedes decirme mucha información sobre el tema. ¡Bravo!
Pronunciación y acento	Tú no pronuncias bien. Tú debes practicar la pronunciación. No hay un acento auténtico.	Tú pronuncias bien. Debes practicar un poco más. Tienes poco acento.	Tú pronuncias las palabras muy bien. Yo sé que tú practicaste las palabras y tu acento. ¡Tú suenas como un experto!

Comentarios:

La nota:

ejemplo:



Yo había pintado este retrato hace seis años. Había estado viviendo en España con una familia española en la ciudad de Sevilla que está en Andalucía. Mientras había estado en España, había visto cosas maravillosas incluso una corrida de toros en Madrid, la capital. Nunca había visto nada así en toda mi vida. Me había puesto muy nerviosa al ver la violencia contra el toro.

En mi retrato he usado el color rojo para simbolizar la muerte del toro y la sangre en la tierra. También he pintado la figura de un toro que es un animal feroz pero débil a la misma vez contra la espada del matador. Durante mi vida, he tenido muchas experiencias diferentes; positivas y negativas. Me siento como un toro a veces porque a veces soy fuerte y a veces soy tímida y débil. He cambiado mi vida de muchas maneras. Mientras había estado asistiendo al colegio, muchos de los estudiantes me habían dicho cosas malas y se burlaban de mí en el corredor. Yo había estado deprimida por poco tiempo. El toro dentro de mí había muerto y mi espíritu también había muerto. Poco a poco mi madre me había dado la confianza de decirles que yo era alguien fuerte y que no iban a llamarle esas cosas feas nunca jamás. Hoy día le doy gracias a mi madre por escucharme y darme consejos.

SAMPLE RUBRIC 3

ESPAÑOL 3: LA CATRINA EPISODIOS 1-5

1.) HANDOUT**SCORE****CRITERIA (20 POINTS)**

4	Very well organized and planned, easy to follow, good grammar, good mix of mostly Spanish with some English where necessary. Includes all required components of episode.
3	Organized, but hard to follow at times. Some grammar errors. Includes all/almost all required components of episode.
2	Unorganized at times, but expressed main ideas. Grammar errors throughout, editing needed. Lacks detail, not all required components included.
1	Unorganized and extremely difficult to follow. Lacks detail, grammar errors abundant throughout. Does not address required components clearly.

2.) PRESENTATION SKILLS**SCORE****CRITERIA (15 POINTS)**

4	Articulate, and appropriate. Spoke clearly, not too fast, demonstrated good pronunciation, no major pronunciation errors of r,g ll, j
3	Articulate most of the time, and appropriate. Spoke clearly, not too fast, some pronunciation mistakes, like ll, r, g, j
2	Not articulate, but understood, appropriateness questionable. Spoke clearly, but talked too fast, not loud enough, and/or major pronunciation mistakes (see above)
1	Incomprehensible, not appropriate. Not clear at all, mumbled, too quiet, and/or major pronunciation errors.

3.) CONTRIBUTION TO AT LEAST ONE OF REQUIRED COMPONENTS**SCORE****CRITERIA (40 POINTS)**

4	Excellent selection of material/vocabulary/culture to fulfill component. Explained well, with enough detail. Does not just read material aloud, Shows understanding of what he/she is explaining to class.
3	Good selection of material. May lack some detail and explanation. May be relying on reading too much. Shows some understanding.
2	Mediocre selection. Does not cover sufficient information and detail from the episode. Does not seem to show full understanding of what is being presented, too much reading.

1	Poor selection of material. Reading directly from paper and shows no understanding of material.
---	---

4.) CREATIVITY**SCORE****CRITERIA (10 POINTS)**

4	Excellent effort of bringing creativity into the lesson design.
3	Good effort of bringing creativity into the lesson design.
2	Lesson design shows slight evidence of creativity.
1	Shows no effort of bringing creativity into the lesson design.

5.) GROUP ASSESSMENT**SCORE****CRITERIA (15 POINTS)**

4	Assesses material covered during mini lesson, engages students, good energy, good grammar, speaking Spanish.
3	Good assessment. Covers all/most material covered during lesson. Good grammar. Somewhat engaging, energy lacking. Too much English.
2	Material assessed was not all covered during mini lesson. Assessment is not entirely engaging, and energy is low. Many grammar errors. Too much English.
1	Does not assess contents of mini lesson. Shows no effort, energy, and is not engaging. Grammar errors abundant.

HOW I WILL DETERMINE YOUR SCORE:

Multiply the point value that the particular category is worth by the score you received (out of 4) divided by 4.

Example:

Creativity: you scored a 3.

$$10 \times \frac{3}{4} = 7.5$$

Then add up all the points you receive from each category to get your score out of 100.

SAMPLE RUBRIC 5

FRANÇAIS 1-5, ORAL PROFICIENCY IN LANGUAGE LAB

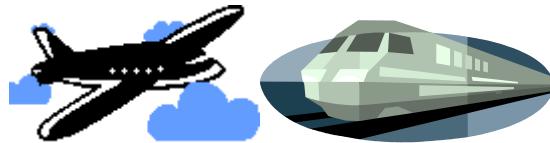
EXPRESSION ORALE [LABO]
DESCRIPTION D'UNE HISTOIRE EN IMAGES

ACTIVITE _____
ÉTUDIANT[E] _____

CATÉGORIE	SUPÉRIEUR [EXCEEDS EXPECTATIONS] 9.5-10	TRÈS BIEN [MEETS EXPECTATIONS] 8-8.5-9	BIEN [MEETS SOME EXPECTATIONS] 7-7.5	PAUVRE [DOES NOT MEET EXPECTATIONS] <6.5
Vocabulaire du thème et phrases essentielles				
Structure et verbes étudiés				
Fluidité, prononciation, et niveau de langue				

SAMPLE RUBRIC 6

FRANÇAIS 2 - GROUP PRESENTATION [SKIT]



On va présenter un épisode du roman que nous avons lu en équipes de trois étudiants. Après avoir choisi un épisode de la liste, créez un sketch en vous servant des outils écrits ci-dessous à gauche. Votre note dépend de votre présentation devant la classe.

<u>LE VOYAGE DE SA VIE</u> SKETCH FINAL RUBRIQUE			
Catégorie	Élève 1	Élève 2	Élève 3
Parlez 5 fois			
Usage du présent et du passé			
Vocabulaire riche du livre			
Créativité			
Fluidité et prononciation			
<i>Commentaire de la prof.:</i>			
<i>Évaluation finale pour votre équipe :</i>			
Exceeds Expectations A	Meets Most Expectations B	Meets Some Expectations C	Does not meet Expectations D - F

Program Implementation

Instructional Delivery

Instruction in world languages classes must be systematic. Systematic instruction involves a carefully planned program, delivery that implements the objectives to be learned, and selection and sequence of the essential skills and strategies that are necessary to achieving those objectives. In implementing systematic instruction, teachers will:

- Allocate sufficient time to essential skills.
- Organize information to minimize confusion that learners may experience.
- Introduce new information in manageable and sequential units.
- Identify prerequisite skills and build on prior knowledge of the learner.
- Review previously taught skills.
- Integrate old knowledge strategically with new knowledge.
- Progress from skills in more easily managed contexts to more complex contexts.
- Include modifications, as necessary, for students who have special needs.

Comprehensible Input

Teachers model language in a way that is appropriate to a unit by telling stories, by **demonstrating activities, and by using visuals. The students' role is to listen, to comprehend,** and to respond appropriately. Three major aspects of language comprehension are vocabulary (words, phrases, idioms); ways of expressing language functions (requesting, apologizing, showing emotion, complimenting), and cultural conventions (euphemisms, culture-specific connotations).

Guided Practice

During guided practice, students participate in listening, speaking, reading and writing activities with teacher supervision. The teacher guides the practice on the basis of the **students' performance. The results may prompt the teacher to give assistance to students** who are having difficulty, to provide information and explanation to some or all students, to change the activity or pace, and to change the focus of communication. Through interactive communication, students can make significant progress in dealing with everyday situations in the target language.

Monitoring Performance

Students' performances can be monitored in many ways. While providing comprehensible input, the teacher verifies that students understand. During guided practice, the teacher **corrects students' pronunciation and grammar. The teacher evaluates the extent to which students' performances achieve clearly stated objectives.** If students cannot perform as expected, teachers may need to provide additional language instruction and schedule more language practice using different approaches.

Instructional Time

Instructional time is a critical variable in the delivery of a high quality world languages program. The periods of instruction at each level can be expanded through interdisciplinary and integrated units that students experience throughout the year in all classrooms. The study of world languages is included in the common core of subjects. Accordingly the following ranges of instructional time are planned:

- Students in Grades 1 – 4 meet weekly on a day and time scheduled by the principal and teachers. On this fixed schedule, there is a lesson for a minimum of 40 minutes. Spanish readers are to be used by students at other times during the week.
- Students in Grade 5 meet every other school day for lessons for a minimum of 44 minutes per class period (112 minutes per week).
- Students in Grades 6 – 8 have class every day for world languages. On a fixed schedule, there is a daily lesson for a minimum of 44 minutes that results in 224 minutes per week.
- Students in Grades 9 – 12 have class every day during the two trimesters of the course. On a fixed schedule, there is a daily lesson of a minimum of 60 minutes that results in 305 minutes per week for 24 weeks.

Instructional Technology

In the 21st Century the integration of technology into world languages classrooms is not a casual addition, but an essential component of the world languages experience. DVDs, CD-ROMs, computers, ipods, the Internet, digital cameras, computerized language labs bring the target languages and cultures into the learning environment in an immediate, authentic and contemporary way. Delivery of curriculum through an electronic format validates increased learning and communication. Communication with speakers of the target languages through technology enhances student motivation and changes the study of world languages from an object of study to a subject of meaningful interaction. These technologies can also provide practice, review and assessment opportunities far beyond the scope of class time.

Instructional Connections

The world languages classroom is interdisciplinary by definition. The importance of connection with other areas of study is highlighted by the third program standard. Communication in a world language requires both knowledge of the target language and the manipulation of subject-area skills in that language (e.g., mathematics skills for shopping in the target language or map skills for directions in the target language). The world languages program develops these skills through a variety of content-related activities that provide meaningful, authentic and motivating opportunities for learning.

Student Support

Some students need less time and some students need more time to be able to demonstrate proficiency for any lesson, unit, course, year or program. One way that time becomes a variable used to better meet individual student needs is through the provision of more advanced or remedial/compensatory instruction for those students for whom traditional time allocations are not appropriate.

Students can be supported by:

- Teachers who use a variety of strategies and instructional materials and who supplement daily instruction to meet individual student needs;
- Language lab activities and podcasts that are supplemental program resources;
- Support staff who assist students with special needs;
- Summer classes that give students opportunities to revisit lessons and practice skills so that they can demonstrate performance at proficiency levels.

Professional Growth

Program Coordination

The effectiveness of the world languages program depends critically on the assignment of responsibility for program coordination to the program coordinator. The program requires that (1) a vision be nurtured and advocated; (2) teachers be kept abreast of changes and professional development opportunities; and (3) curricular, instructional and assessment improvement be treated as ongoing processes.

Common means for increasing the articulation and coordination of the program are professional development workshops, world languages assessment program, department meetings of two or more consecutive grades and meetings of teachers teaching the same course. These meetings can facilitate teachers discussing student work, assessment results, concerns and problems so that the necessary adjustments can be made.

Professional Development

In order to implement fully any curricular/technology changes, it is essential to provide professional development opportunities for world languages teachers. Training workshops and time to meet with world languages colleagues enable teachers to learn and adapt research based methods of teaching and learning and instructional technology. Continued study maintains and improves **the teachers' level of proficiency**. The following activities provide professional development opportunities:

- Participation in state, regional and national world languages organizations;
- Participation in study and travel programs offered by universities or state, national and world agencies.

Professional development is to be linked with curriculum objectives.

Professional Supervision and Evaluation

Professional evaluation that supports the world languages program needs to reflect the requirements of a communication-based program. Administrators and the program coordinator are trained and knowledgeable about effective world languages curriculum, instruction and assessment based on standards. In addition, professional evaluation includes the preparation of an individual professional development plan, observations, conferences, reflections and reports.

Implementation

The implementation section of this curriculum guide will be dynamic. As the teachers use the guide, they will add learning activities and performances which are aligned or illustrative of outcomes / learner assessments previously agreed upon during the curriculum development process. The learning activities and performances that will result from the first year of implementation will ensure that the curriculum is enhanced or elaborated upon. The **submitted activities and performances will become part of the school district's curriculum** guide as suggested strategies and/ or references for teachers and learners.

Curriculum Planning Template

Thematic Curriculum Unit – Performance Assessment and Planning Guide

Essential Questions:	Theme:		Topic:	
Targeted Proficiency Level	Beginning	Emerging	Developing	Advancing
Communication Mode:	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational	Interpersonal Interpretive Presentational
<i>Performance Assessment</i>				
Connecticut Standards: Communication				
<i>Target Performance (Key elements form the Performance Guidelines to consider in rubric Development)</i>	Content:	Content:	Content:	Content:
	Accuracy:	Accuracy:	Accuracy:	Accuracy:
	Communication Strategies:	Communication Strategies:	Communication Strategies:	Communication Strategies:
	Cross-Cultural Applications:	Cross-Cultural Applications:	Cross-Cultural Applications:	Cross-Cultural Applications:
Connecticut links to Culture and the other Standards: •Connections •Comparisons •Communities <i>Evidence (How these standards are incorporated in the instruction)</i>				
Structures and Vocabulary: <i>What needs to be taught for students to be successful in the performance assessment?</i>				

Program Monitoring

Every program in every school is monitored. Administrators and the program coordinators are charged with monitoring and need to answer such questions as:

- Is the world languages program working for all students?
- Is the curriculum meeting the needs of the students, the community and the global society?
- Is instruction provided in ways that maximize student achievement?
- Are students achieving in sufficient numbers and at high levels, and if not, why?
- Are all necessary program components in place and aligned to achieve program goals?

Components of a High Quality World Languages Program

These guidelines list elements that are critical to the success of the world languages program in elementary, middle and high schools. The guidelines may be used as the basis for the ongoing evaluation of the program. These are the essential elements that must be addressed in order for the program to be **effective in building students' language proficiency.**

- **Standards** Standards provide the basis upon which quality programs are built. Using the philosophical framework of the national *Standards for Foreign Language Learning*, Connecticut's standards describe content and performance standards that serve as guides for curriculum planning and development.
- **Teachers** The world languages teachers are certified teachers who are fluent in the target languages and understand effective teaching practices for the age group being taught. They remain up to date in current trends and methodologies in the field through attendance at workshops and conferences and participation in professional development programs.
- **Methodology** The goal of instruction is for students to understand and communicate successfully in another language. Methodologies reflect a student-centered classroom to maximize the opportunities for students to actively engage in listening, speaking, reading and writing in the target language **within a meaningful context that enhances students'** understanding of the target culture.
- **Length of study** Long, uninterrupted sequences of high-quality instruction lead to higher degrees of proficiency in a world language. Because students will more easily learn a third or fourth language after learning a second language, all languages offered by the district do not have to begin in first grade.
- **Number of languages offered** As we increase connections with countries all over the world, it becomes more important for students to have the opportunity to learn more than one language. Spanish is offered from first to twelfth grade. French is offered from upper middle school

through high school. Latin is offered for four years in high school. Mandarin Chinese has been offered as exploratory learning at the middle and high schools. In the succeeding school years, Mandarin Chinese courses will be offered to high school students.

- **Delivery** At the elementary level 20 minutes per day is recommended. At the middle school level, 40 minutes per day is recommended. At the high school level 50 minutes per day is recommended.
- **Equal opportunity** All students have the opportunity and should be encouraged to learn a second language. Language instruction can be modified to meet the needs of students with special needs.
- **Technology** World languages programs have access to current technology to enhance instruction. A quality program uses the resources on the Internet to provide current, relevant information in the target language concerning the countries where the language is spoken. The language lab helps students work at their own pace to improve their speaking and listening skills and monitor their own progress.

Indicators and Factors

The success of the world languages program is demonstrated by the extent to which students achieve expected levels of proficiency. These indicators of program success are as follows:

- The results from the classroom oral proficiency assessment, the classroom writing proficiency assessment, classroom portfolio of listening and reading prompts and national tests for Latin, Spanish and French
- The number of students who complete two or more years of world language study during high school
- The number of students who continue to study a world language at each subsequent level
- The number of students who meet performance and content expectations

Other factors also contribute to the success of the world languages program:

- The number of teachers having world languages credentials
- The number of world languages offered
- The degree of involvement of the world languages teachers in a sustained program of professional development
- The support accorded the world languages program by the school and district administrators and members of the Board of Education
- The degree of support from parents and community organizations for the world languages program

Internet Links for Students and Teachers

INTERNET LINKS FOR SPANISH

GRAMMAR AND VOCABULARY PRACTICE

[Spanish Grammar Exercises](#)

A site created by Juan Manuel Soto Arriví, Indiana University
Very good for grammar practice for intermediate-advanced students.

[Basic Spanish for the Virtual Student](#)

A good resource for students: vocabulary and grammatical information is categorized and listed

[Spanish Grammar Exercises \(Colby College\)](#)

A varied menu of traditional and interactive exercises in grammar and other areas

<http://my.hrw.com/index.jsp>

We have a subscription to the on-line *Exprésate 2* text and activities, including the DVD tutor and films.

<http://hrw.com/go/index.htm>

This is another *Exprésate 2* activity site for students.

<http://www.spaleon.com>

A verb-training website

<http://www.quia.com/shared>

Grammar / vocabulary activities generated by teachers

NEWS AND POPULAR CULTURE:

<http://www.peopleenespanol.com/pespanol>

People en español

www.rd.com/selecciones/

Readers Digest website

<http://www.abc.es>

News - Spain

<http://www.elpais.es>

News - Madrid

<http://www.lanacion.com.ar>

News - Argentina

www.elperiodico.com.gt

News – Guatemala

<http://serpiente.dgsca.unam.mx/jornada/>

News – Mexico City

<http://www.elherald.com>

News – Puerto Rico

READING SELECTIONS:

<http://www.gutenberg.org/etext/17340>

Marianela

<http://www.robertoclemente.si.edu/Spanish>

Articles on Roberto Clemente

<http://www.terueltirwal.es>

Amantes de Teruel

http://www.spanish-kit.net-files-esh_elementary_spanish_reader.pdf.url

On-line collection of short stories and fables

www.fridakahlofans.com/biobrieffsp.htm

Biographical information on Frida Kahlo

READING / READER RESOURCE FOR TEACHERS:

Jason Fritze Graded Spanish Children's Books Lists:

http://homepage.mac.com/jasonfritze/Reading/Personal_30.html

Barahona Center for the Study of Books in Spanish for Children:

<http://www.csusm.edu/csb/>

CULTURAL LINKS

<http://museoprado.mcu.es/> Link to the Prado Museum

www.portalsalamanca.com/ Link to the city of Salamanca

INTERNET LINKS FOR FRENCH

INTERNET LINKS FOR LITERATURE, HISTORY, CULTURE, AND GEOGRAPHY:

- | | |
|---|---|
| http://www.bacdefrancais.net
http://www.cortland.edu/flteach/civ/symbol/symbol.htm
http://www.urec.cnrs.fr/annuaire/cartes/index.shtml
http://www.cortland.edu/flteach/civ/Index.html
http://membres.lycos.fr/merlin77/petitlex.htm | a wide menu of information for upper levels |
|---|---|

Musée du Louvre

http://www.louvre.fr/lvv/commun/home_flash.jsp

Musée d'Orsay

<http://www.musee-orsay.fr/en/home.html>

INTERNET LINKS FOR NEWS AND INFORMATION:

TV 5 French and International News and Weather:

http://www.tv5.org/TV5Site/info/jt_tv5.php

News and Information from the French Embassy worldwide:

<http://www.ambafrance-us.org/fr/>

INTERNET LINKS FOR COMPREHENSION AND COMMUNICATION:

- | | |
|---|--|
| http://www.polarfle.com/indexbis.htm | Interactive mystery story for learners of French |
| http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/f01_list_way_rev2.shtml | Listening comprehension activities on the BBC website for learners of French |

INTERNET LINKS FOR STRUCTURE AND CORRECT USAGE:

- | | |
|---|--|
| http://my.hrw.com | Website for <u><i>Allez-viens!</i></u> |
| http://clicnet.swarthmore.edu/rire/index.html | Variety of activities |
| http://www.educaserve.com/36_listcours.php?log=demo&passe=demo | Grammar practice |
| http://www.tv5.org/TV5Site/lf/langue_francaise.php | Language practice |
| http://fzpc.club.fr/Go/SomGen.htm#Sommaire | Grammar rules |
| http://www.leconjugueur.com/frexoqcm.php | Grammar explanations and activities |

Spanish Grades 1 & 2 Vocabulary Introduced

Acciones - Actions

abre	open
anda	walk
apunta	point
baja el pie	lower your foot
cierra	close
come	eat
corre	run
dibuja	draw
escribe tu nombre	rewrite your name
grita	shout
levanta la mano	raise your hand
levantate	stand
llora	cry
mira	look or watch
para	stop
pelota	ball
poco	a little
ríe	laugh
salta	jump
síntate	sit
tira	throw

La Escuela -School

alumna	female student
alumno	male student
lápiz	pencil
libro	book
maestra	female teacher
maestro	male teacher
marcador	marker
mesa	table
papel	paper
puerta	door
silla	chair
suelo	floor
techo	ceiling
ventana	window

Bienvenidos y Despedidas - Greetings and Farewells

Hola	Hello
Buenos días	Good day
Buenas tardes	Good afternoon
Buenas noches	Good night
Adiós	Good bye
Hasta luego	See you later

La cortesía Courtesies

Por favor	Please
Gracias	Thank you
De nada	You're welcome

¿Cómo estás? How are you?

Estoy bien.	I am doing well.
Estoy así – así.	I am okay.
Estoy mal.	I am doing poorly.
Estoy triste /contento.	I am sad / happy.

Preguntas Questions

¿Cómo estás?	How are you?
¿Qué?	What?
¿De qué color es?	What color is it?
¿Cómo te llamas?	What is your name?
¿Cuántos?	How many?

Colores Colors

amarillo	yellow
azul	blue
blanco	white
café/marrón	brown
gris	grey
morado	purple
negro	black
rojo	red
rosado	pink
verde	green
violeta	violet

Spanish Grades 1-2

Vocabulary Introduced

<p>La Comida - Food</p> <p>banana banana bocadillo sandwich chocolate chocolate come eat pescado fish salsa picante (hot) spicy sauce taco taco tortilla tortilla</p> <p>Yo, Mi Familia y Animales Me, My family and animals</p> <p>abuelita grandma abuelito grandpa mamá mom papá dad hermana sister hermano brother muchacha girl muchacho boy niña little girl niño little boy tú you elefante elephant gato cat pájaro bird perro dog el pez fish</p>	<p>Números - Numbers</p> <p>0 cero 1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez 11 once 12 doce</p> <p>Descripciones Descriptions</p> <p>grande / pequeño big / small mucho / poco a lot / a little muy very rápido/despacio quickly / slowly suave / fuerte softly / loudly</p> <p>Other:</p> <p>con with</p>
---	--

Spanish Grades 3 & 4**Vocabulary**

(Please refer to Grades 1 & 2 Vocabulary for more words)

Las Acciones	Actions	La Salud y El Cuerpo	Health and Body
abre	he/she opens	el cuerpo	the body
apaga la luz	turn off the light	la cara	the face
apunta	he/she points	el dedo	the finger
baila	he/she dances	la espalda	the back
busca	he/she looks for	la boca	the mouth
camina	he/she walks	los brazos	the arms
cierra	he/she closes	la palma	the palm
come	he/she eats	la lengua	the tongue
contesta	he/she answers	los dedos de pie	the toes
cuenta	counts/tells a story	el pelo	the hair
dame	give me	la pierna	the leg
dibuja	he/she draws	la mano	the hand
dime	tell me	la cabeza	the head
duerme	he/she sleeps	los pies	the feet
escucha	he/she listens to	las rodillas	the knees
pone	he/she puts	la nariz	the nose
pregunta	he/she asks	los ojos	the eyes
prende la luz	he/she turns on the light	las orejas	the ears
sonríe	he/she smiles	los dientes	the teeth
tengo	I have		
tiene	he/she has		
toma	he/she takes		
ve a la pizarra	go to the board		
ve a la mesa	go to the table		
ve a la puerta	go to the door		
La Comida Food		La Escuela / La Clase School	
el agua	water	alrededor de la clase	around the class
el queso	cheese	los números	numbers
la leche	milk	la pregunta	question
el chocolate	chocolate		
el pescado	fish		
el pollo	chicken		
el pan	bread		
la manzana	apple		
la naranja	orange		
Viajar Travel		Los Animales Animals	
el avión	plane	el gato	cat
el coche	car	el pez	fish
		el perro	dog
		el elefante	elephant
		el león	lion
		el oso	bear

Spanish Grades 3 & 4

Vocabulary

El Tiempo Weather

¿Qué tiempo hace?

What's the weather like?

Hace calor ≠ frío ≠ fresco.	It's hot/ cold/ cool.
llueve	raining
nieve	snowing
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter

Los Meses Months:

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Diás Days

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Otro Other

una vez / dos veces	one time/ two times
todos	all

Saludos y Despedidas Greetings and Farewells

Buenos días.	Good day.
Buenas tardes.	Good afternoon.
Buenas noches.	Good night.
Hasta luego.	See you later.
Hasta lunes.	See you Monday.

La Cortesía Courtesies

Gracias.	Thank you.
De nada.	You're welcome.
Por favor	Please
¿Puedo usar los servicios?	May I go to the bathroom?
¿Puedo tomar agua?	May I get a drink?
¿Cómo estás?	How are you?
Estoy cansado	I am tired.
Estoy enfermo.	I am sick.
Estoy bien.	I am doing well.
Estoy así – así.	I am okay.
Estoy mal.	I am doing poorly.
Estoy triste /contento.	I am sad / happy.

Los Numeros Numbers

0	cero	16.	dieciséis
1	uno	17.	diecisiete
2	dos	18.	dieciocho
3	tres	19.	diecinueve
4	cuatro	20.	veinte
5	cinco	21.	veintiuno
6	seis	22.	veintidós
7	siete	23.	veintitrés
8	ocho	24.	veinticuatro
9	nueve	25.	veinticinco
10	diez	26.	veintiséis
11	once	27.	veintisiete
12	doce	28.	veintiocho
13	trece	29.	veintinueve
14	catorce	30.	treinta...
15	quince	39.	treinta y nueve

Home – *La casa***¿Qué es ..? - What is.. ?**

la aspiradora	the vacuum cleaner
la casa	the house
la criada	the maid
el despertador	the alarm clock
el imán	the magnet
los imanes	the magnets
la puerta	the door
la radio	the radio (the music that one hears)
el radio	the radio (the piece of equipment)
el refrigerador	the refrigerator

Actions at Home - *Acciones en casa***¿Qué hace? - What is he/she doing?**

abre	he / she opens
busca	he / she looks for
cierra	he / she closes
duerme	he / she sleeps
se duerme	he / she falls asleep
enchufa	he / she plugs in
encuentra	he / she finds
limpia	he / she cleans
llama por teléfono	he /she calls on the photo
pasa la aspiradora	he / she vacuums
se pega	he/ she/ it sticks to
suena	it rings
vive	he / she lives
yo vivo	I live

Weather - *El tiempo***¿Qué tiempo hace? - What's the weather like?**

Hace calor	It's warm.
Hace frío	It's cold.
Hace fresco	It's cool.
Hace sol	It's sunny.
Hace viento	It's windy
Hace buen/mal tiempo	It's good/bad weather
Llueve	It's rain[ing]
Nieva	It's snow[ing]
Está nublado	It's cloudy
Hay niebla	There is hail

Spanish Grade 5 Vocabulary

Days – *Los días*

¿Qué día es? - What day is it?

el lunes	on Monday
el martes	on Tuesday
el miércoles	on Wednesday
el jueves	on Thursday
el viernes	on Friday
el sábado	on Saturday
el domingo	on Sunday

Months – *Los meses*

¿Cuál es la fecha? - What is the date?

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Time and Sequencing - *La hora y organizar*

¿Qué hora es?

Es la una.	
Es la una y media.	
Son las dos.	
Son las cinco y media.	
primero	first
segundo	second
tercero	third

What time is it?

It's 1:00.	
It's 1:30.	
It's 2:00.	
It's 5:30.	
first	
second	
third	

Numbers [los números 1-110]

¿Cuántos? - How many?

0 cero	14 catorce
1 uno	15 quince
2 dos	16 dieciséis
3 tres	17 diecisiete
4 cuatro	18 dieciocho
5 cinco	19 diecinueve
6 seis	20 veinte
7 siete	21 veintiuno
8 ocho	22 veintidós
9 nueve	30 treinta
10 diez	31 treinta y uno
11 once	32 treinta y dos
12 doce	40 cuarenta
13 trece	50 cincuenta

60 sesenta
70 setenta
80 ochenta
90 noventa
100 cien
101 ciento uno
110 ciento diez

Spanish Grade 5

Vocabulary

Descriptions - *Las descripciones* ¿Cómo es ...? - What is he/she like?

es bueno/a	he /she / it is good
es malo/a	he / she / it is bad
es grande	he / she / it is big
es pequeño/a	he / she / it is small
es biencriada	she is well-behaved
es inteligente	he / she is smart
mucho	a lot, much
poco	a little
muy	very
está sucia	she / it is dirty
está sucio	he / it is dirty

Preferences - *Preferencias* ¿Te gusta[n]? - Do you like ...?

me gusta[n]
no me gusta[n]
preferido/a
favorito/a

Clothing – *La ropa* ¿Qué llevas? - What are you wearing?

la camisa	shirt
la chaqueta	jacket
la gorra	cap
los pantalones	pants
preferido / preferida	favorite
la ropa	the clothes (clothing)
se pone	he / she puts (something) on
el sombrero	the hat
la sudadera	sweatshirt
el suéter	sweater
los zapatos	shoes
yo llevo	I wear, I am wearing

Color - Colores ¿De qué color es? - What color is it?

amarillo	yellow
anaranjado	orange
azul	blue
blanco	white
café / marrón	brown
gris	grey
morado	purple
negro	black
rojo	red
rosado	pink
verde	green
violeta	violet

Family, Friends, and Animals – *La familia, los amigos, y los animales*

¿Quién es? - Who is it?

la amiga	the (female) friend
el amigo	the (male) friend
el elefante	the elephant
el gato	the cat
el gorila	the gorilla
la muchacha / chica	the girl
el muchacho / chico	the boy
el perro	the dog
el pez	the fish
se llama	his / her name is
tiene	he /she has
tiene talento	he / she has talent
no tiene talento	he / she does not have talent

Nature and Geography – *La naturaleza y la geografía*

¿Qué es? - What is it?

el árbol	tree
el bosque	forest
la cueva	cave
la isla	island
la mar	sea
la montaña	mountain
la playa	beach
el tiburón	shark
muerde	bites

Food – *La comida*

¿Qué come? - What is he/she eating? ¿Qué bebe? - What is he/she drinking?

¡Qué sabroso[a]!	How tasty!
banana	banana
bebé	he/she drinks
chimichanga	shredded beef in chili sauce
carne picada	chopped meat
chocolate	chocolate
come	he / she eats
flan	custard
frutas tropicales	tropical fruits
guayava	guava
jugo de china	orange juice
mango	mango
plátano	banana
pollo con garbanzos	chicken with chickpeas
sandwich	sandwich
soda	soda
taco	taco
tiene (mucho) hambre	he / she is (very) hungry
tostones	fried plátanos

Travel – *El viaje***¿Adónde va? - Where is he/she going?**

el aeropuerto	the airport
el autobus [guagua]	the bus
el avión	the airplane
el boleto de avión	the plane ticket
el coche	the car
explora	he / she explores
hace las maletas	he / she packs his / her suitcases
viaja por avión	travels by plane

Health, Body, and Emotions – *La salud, el cuerpo, y los sentimientos***¿Cómo estás? - How are you?**

está cansada	she is tired
está cansado	he is tired
está contenta/triste	she is happy/sad
está contento/triste	he is happy/sad
está desesperada	she is desperate
está desesperado	he is desperate
está enferma	she is sick
está enfermo	he is sick
está enojada	she is angry
está enojado	he is angry
llora	he / she cries
ríe	he / she laughs
la cabeza	the head
los hombros	the shoulders
la nariz	the nose
las rodillas	the knees
los pies	the feet

Personas [people]**¿Quién es? - Who is [he/she]?**

la alumna	the female student
el alumno	the male student
la maestra	the female teacher
el maestro	the male teacher
la muchacha	the girl
el muchacho	the boy

School – La Escuela**Acciones [actions]****¿Qué hace? - What is he/she doing?**

abre	he / she opens
apaga	he / she turns off
apagan	they turn it off
aprende	he / she learns
baila	he/she dances
busca	he / she looks for
camina	he / she walks
canta	he/she sings
cierra	he / she closes
cuenta	he/she counts [or tells a story]
desenchufa	he/she unplugs
dibuja	he/she draws
enchufa	he / she plugs in
encuentra	he/she finds
engaña	he / she fools (someone)
escribe	he/she writes
explica	he / she explains
lee	he/she reads
limpia	he/she cleans
llega	he / she / it arrives
lleva	he / she carries
levántate	stand up
mira	he/she watches or looks
necesita	he/she needs
pon atención	pay attention
practica	he / she practices
prende	he / she turns (something) on
recita	he / she recites
repite	repeat
sale	he / she leaves
salta	jump
se pega	he / she / it sticks to
se sienta	he / she sits down
siéntate	sit down
tiene	he / she has
toma	he / she takes
trota	jog
ve a la puerta	go to the door
otra vez	again

Cosas [things]**¿Qué es? - What is it?**

la carpeta	the folder
la clase	the class
el crayon	the crayon
la escuela	the school
el examen	the test
la goma	the eraser
el imán	the magnet
los imanes	the magnets
el lápiz	the pencil
el libro/librito	the book/booklet
el marcador	the marker
la muchacha	the girl
el muchacho	the boy
el papel	the paper

el pegamento	the glue stick
el poema	the poem
la puerta	the door
el pupitre	the student desk
el sacapuntas	the pencil sharpener
las tijeras	the scissors

Clases [classes]**¿Qué clase? - What class?**

la clase de ...	class
ciencias	science
arte	art
música	music
inglés	English
español	Spanish
ciencias sociales	social studies
matemáticas	mathematics
educación física	physical education
computadora	computer

Questions – Las preguntas

¿Cómo es?	What is it like?
¿Cómo estás?	How are you?
¿Cómo se dice?	How do you say?
¿Cómo se escribe/se deletrea?	How is it spelled?
¿Cómo se llama?	What is his/her name?
¿Cómo te llamas?	What is your name?
¿Cuál es la fecha?	What is the date?
¿Cuánto[s]?	How much/many?
¿De qué color es?	What color is it?
¿Dónde está?	Where is?
¿Qué día es hoy?	What day is it today?
¿Qué?	What is?
¿Quién?	Who is?
[¿Qué hora es?]	[What time is it?]
[¿Cuándo?]	[When?]
[¿Por qué?/ Porque]	[Why?/Because]

Exclamations – Los modismos

¡Qué problema!	What a problem!
¡Qué ruido!	How noisy!
¡Qué lío!	What a mess!
¡Qué ridículo!	How ridiculous!
¡Qué vergüenza!	How embarrassing!
¡Qué engañoso!	How tricky!
¡Qué travieso!	How mischievous!

Spanish Grade 6

Vocabulary

Home – La casa

¿Qué es ..? - What is.. ?

la aspiradora	the vacuum cleaner
la casa	the house
la criada	the maid
el control remoto	the remote control
el despertador	the alarm clock
el garaje	the garage
los garajes	the garages
el imán	the magnet
los imanes	the magnets
la puerta	the door
el radio	the radio (the piece of equipment)
la radio	the radio (the music that one hears)
el refrigerador	the refrigerator
la vecindad	the neighborhood

Actions - Acciones

¿Qué hace? - What is he/she doing?

abre	he / she opens
apaga	he / she turns it off
apagan	they turn (it) off
busca	he / she looks for
busca	looks for
cierra	he / she closes
duerme	he / she sleeps
enchufa	he / she plugs in
encuentra	he / she finds
limpia	he / she cleans
llama por teléfono	he /she calls on the phone
lleva	he / she carries
luce	he / she / it shines
pasa la aspiradora	he / she vacuums
prepara	he / she prepares (someone or something)
sale	he / she leaves
se abren	they open (themselves)
se apaga	it turns (itself) off
se apagan	they turn (themselves) off
se cierran	they close (themselves)
se duerme	he / she falls asleep
se pega	he/ she/ it sticks to
se prenden	they turn (themselves) on
se prepara	he / she gets ready
se preparan	they get ready
suena	it rings
vive	he / she lives
yo vivo	I live

Days – *Los días***¿Qué día es? - What day is it?**

el lunes
el martes
el miércoles
el jueves
el viernes
el sábado
el domingo

on Monday
on Tuesday
on Wednesday
on Thursday
on Friday
on Saturday
on Sunday

Months – *Los meses***¿Cuál es la fecha? - What is the date?**

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

January
February
March
April
May
June
July
August
September
October
November
December

Numbers - *¿Cuántos? [0-199]***¿Cuántos? - How many?**

0 cero
1 uno
2 dos
3 tres
4 cuatro
5 cinco
6 seis
7 siete
8 ocho
9 nueve
10 diez
11 once
12 doce
13 trece
14 catorce
15 quince
16 dieciséis
17 diecisiete

18 dieciocho
19 diecinueve
20 veinte
21 veintiuno
22 veintidós
30 treinta
31 treinta y uno
32 treinta y dos
40 cuarenta
50 cincuenta
60 sesenta
70 setenta
80 ochenta
90 noventa
100 cien
101 ciento uno
110 ciento diez
199 ciento noventa y nueve

Weather - *El tiempo***¿Qué tiempo hace? What's the weather like?**

Hace calor	It's warm.
Hace frío	It's cold.
Hace fresco	It's cool.
Hace sol	It's sunny.
Hace viento	It's windy
Hace buen/mal tiempo	It's good/bad weather
Llueve	It's rain[ing]
Nieva	It's snow[ing]
Está nublado	It's cloudy
Hay niebla	There is hail

Clothing – *La ropa***¿Qué llevas? - What are you wearing?**

la camisa	shirt
la chaqueta	jacket
la gorra	cap
los pantalones	pants
la ropa	the clothes (clothing)
se pone	he / she puts (something) on
el sombrero	the hat
la sudadera	sweatshirt
el suéter	sweater
los zapatos	shoes

Color - *Los colores***¿De qué color es? [What color is it?]**

amarillo	yellow
anaranjado	orange
azul	blue
blanco	white
café / marrón	brown
gris	grey
morado	purple
negro	black
rojo	red
rosado	pink
verde	green
violeta	violet

Family, Friends, and Pets – *La familia, los amigos, y las mascotas*

¿Quién es? - Who is it?

la amiga	the (female) friend
el amigo	the (male) friend
es biencriada	she is well-behaved
es biencriado	he is well-behaved
es inteligente	he / she is smart
la gatita	the kitten
el gato	the cat
mi abuela	my grandmother
mi abuelo	my grandfather
mi hermana	my sister
mi hermano	my brother
mi madre	my mother
mi padre	my father
la muchacha/chica	the girl
el muchacho/chico	the boy
el pez	the fish
el perro	the dog
la reina	the queen
el rey	the king
se llama	his / her name is
me llamo	my name is

Nature and Geography – *La naturaleza y la geografía*

¿Qué es? - What is it?

el árbol	the tree
la cima	the summit (of a mountain or volcano)
la cola	the tail
la isla	the island
el mar	the sea
el mono	the monkey
muerde	he / she / it bites
el ramo	the branch
sube	he /she / it rises (goes up) (climbs)
el tiburón	the shark
el volcán explota	the volcano explodes [erupts]

Food – *La comida*

¿Qué come? What is he/she eating?

¿Qué bebe? - What is he/she drinking?

¡Qué sabroso[a]!	How tasty!
el aceite	the oil
la/el agua	the water
el ajo	the garlic
el arroz	the rice
la banana	the banana
bebé	he/she drinks
el café	the coffee
la carne	the meat
el cebollo	the onion
los chiles	the chilis
chimichunga	shredded beef in chili sauce
carne picada	chopped meat
chocolate	chocolate
los churros	fried dough [donuts]
come	he/she eats

los frijoles [negros]	the [black] beans
la fruta	the fruit
el jugo de ...	the ... juice
la leche	the milk
el mango	the mango
la manzana	the apple
el melón	the melon
la naranja	the orange
el pepino	the cucumber
la carne picada	the spicy meat
el pimiento	the pepper
la piña	the pineapple
el plátano	the banana
el pollo	the chicken
el queso	the cheese
la sal	the salt
la sandía	the watermelon
los tacos	the tacos
el té	the tea
el tomate	the tomato
la tortilla	the tortilla [Mexican bread]
las uvas	the grapes

Travel – *El viaje***¿Adónde vas? Where are you going?**

aeropuerto	the airport
avión	the airplane
boleto de avión	the plane ticket
¡Buen viaje!	Have a good trip!
bucea	he/she scuba dives
está preparada	she is prepared (she is ready)
está preparado	he is prepared (he is ready)
explora	he / she explores
hace las maletas	he / she packs his / her suitcases
hace planes	he/she makes plans
mar	the sea
navega	he / she sails (navigates)
pasaporte	the passport
se cae	he / she falls down
se choca (con)	he / she / it crashes (into)
se despide	he / she says goodbye
se hunde	he / she / it sinks
barco de vela	sails
viaja por avión	travels by plane
viaje	the trip
vuela	he / she / it flies

Leisure Activities and Sports – *Los pasatiempos y los deportes***¿Qué hace? - What is he/she doing?**

la competencia de belleza	the beauty contest
el barco de vela	the sailboat
el juez	the judge
los jueces	the judges
el premio	the prize

le da una patada	he / she kicks (someone)
bucea	he / she scuba dives
gana	he / she wins
hace planes	he / she makes plans
navega	he / she sails (navigates)
práctica	he / she practices
se cae	he / she falls down
se prepara	he / she gets ready
se preparan	they get ready
tiene talento	he / she has talent
no tiene talento	he / she does not have talent

Other expressions - Otras expresiones:

por fin	finally
otra vez	again
de repente	suddenly

**Health and Emotions – *La salud y los sentimientos*
¿Cómo estás? - How are you?**

se enoja	he / she gets mad
estornuda	he/she sneezes
está enferma	she is sick
está enfermo	he is sick
está contenta/triste	she is happy/sad
está contento/triste	he is happy/sad
está curiosa	she is curious
está curioso	he is curious
está desesperada	she is desperate
está desesperado	he is desperate
llora	he / she cries
ríe	he / she laughs
tiene miedo	he/she is afraid
trota	he / she jogs

**Body - *El cuerpo*
¿Qué es? - What is it?**

la boca	the mouth
los brazos	the arms
la cabeza	the head
los dedos	the fingers
el estómago	the stomach
las manos	the hands
la nariz	the nose
los ojos	the eyes
las orejas	the ears
el pecho	the chest
el pelo	the hair
las piernas	the legs
los pies	the feet
las rodillas	the knees

School – La escuela**¿Qué hace? - What is he/she doing?****Acciones**

abre	he / she opens
apaga	he / she turns off
apagan	they turn it off
baila	he/she dances
busca	he / she looks for
camina	he / she walks
canta	he/she sings
cierra	he / she closes
cuenta	he/she counts [or tells a story]
desenchufa	he/she unplugs
dibuja	he/she draws
enchufa	he / she plugs in
encuentra	he/she finds
engaña	he / she fools (someone)
escribe	he/she writes
explica	he / she explains
lee	he/she reads
levántate	stand up
limpia	he/she cleans
llega	he / she / it arrives
lleva	he / she carries
mira	he/she watches or looks
necesita	he/she needs
pon atención	pay attention
práctica	he / she practices
prende	he / she turns (something) on
recita	he / she recites
repite	repeat
sale	he / she leaves
salta	jump
se pega	he / she / it sticks to
se sienta	he / she sits down
siéntate	sit down
tiene	he / she has
toma	he / she takes
trota	jog
ve a la puerta	go to the door
otra vez	again

Cosas**¿Qué es? - What is it?**

la carpeta	the folder
la clase	the class
el crayon	the crayon
la escuela	the school
el examen	the test
la goma	the eraser
el imán	the magnet
los imanes	the magnets
el lápiz	the pencil
el libro/librito	the book/booklet
el marcador	the marker
la muchacha	the girl
el muchacho	the boy

el papel	the paper
el pegamento	the glue stick
el poema	the poem
la puerta	the door
el pupitre	the student desk
el sacapuntas	the pencil sharpener
las tijeras	the scissors
la puerta	the door

Personas

¿Quién es? - Who is [he/she]?

la alumna	the female student
el alumno	the male student
la maestra	the female teacher
el maestro	the male teacher
la muchacha	the girl
el muchacho	the boy

Descriptions - *Las descripciones*

¿Cómo es? What is he/ she like?

es biencriado[a]	is well-behaved
es feo[a]	is ugly
es grande	is big
es guapo[a]	is good-looking
es inteligente	is smart
es pequeño	is small
está curioso[a]	is curious
está preparado[a]	is prepared
está sucio[a]	is dirty
preferido / preferida	favorite
no tiene talento	does not have talent
tiene talento	has talent
mucho	a lot, much
muy	very
poco	a little

Questions – *Las preguntas*

¿Cómo es?	What is it like?
¿Cómo estás?	How are you?
¿Cómo se dice?	How do you say?
¿Cómo se escribe/se deletrea?	How is it spelled?
¿Cómo se llama?	What is his/her name?
¿Cómo te llamas?	What is your name?
¿Cuál es la fecha?	What is the date?
¿Cuánto[s]?	How much/many?
¿De qué color es?	What color is it?
¿Dónde está?	Where is?
¿Qué día es hoy?	What day is it today?
¿Qué?	What is?
¿Quién?	Who is?
[¿Qué hora es?	What time is it?]
[¿Cuándo?]	When?]

[¿Por qué?/ Porque

Why?/Because]

Exclamations – *Los modismos*

¡Buen viaje!	Have a good trip!
¡Dale!	Step on it!
¡Qué alivio!	What a relief!
¡Qué curioso!	How strange!
¡Qué engañoso!	How tricky!
¡Qué horror!	How horrible!
¡Qué lío!	What a mess!
¡Qué problema!	What a problem!
¡Qué ridículo!	How ridiculous!
¡Qué ruido!	How noisy!
¡Qué sabroso / sabrosa!	How tasty!
¡Qué suerte!	How lucky! (What luck!)
¡Qué talento!	What a talent!
¡Qué travieso!	How mischievous!
¡Qué vergüenza!	How embarrassing!
¡Socorro!	Help!

Future Vocabulary - Spanish Grade 6

Episodios 15-26 [to be determined]

Actions - *Las acciones*

explosa	it explodes
aplasta	he/she/it smashes
se ríe	he/she laughs
invita	he/she invites
da	he/she gives
salva	he/she saves (someone or something)
pega	he/she/it hits
recuerda	he/she remembers
escucha	he/she listens
saca	he/she takes (something) out
conoce	he/she knows or meets (someone)
aprende	he/she learns
se tropieza	he/she trips
empuja	he/she pushes
se da cuenta	he/she realizes
no se da cuenta	he/she doesn't realize
descubre	he/she discovers
descubren	they discover
flota	he/she/it floats
corre	he/she runs
corren	they run
charla	he/she chats
charlan	they chat

Clothing and Descriptions - *La ropa y las descripciones*

el abrigo	the coat
se quita	he/she takes (something) off
el zapato	the shoe
tiene (mucha) suerte	he/she is (very) lucky

es famoso	he is famous
es famosa	she is famous
es viscosa /visosa	it is slimy
es feo	he is ugly
es fea	she is ugly
son feos	they (masculine) are ugly
son feas	they (feminine) are ugly
el volumen	the volume

Health, Body, and Emotions - *La salud, el cuerpo, y los sentimientos*

el dolor de cabeza	the headache
está alarmado	he is alarmed
está alarmada	she is alarmed
la amnesia	amnesia
el médico	the (male) doctor
la médica	the (female) doctor
el corazón	the heart
saca un rayo-equis	he/she takes an X-ray
está sorprendido	he is surprised
está sorprendida	she is surprised
la inyección	the injection (the shot)
es rizado / rizada	it is curly
está cansado	he is tired
está cansada	she is tired
están cansados	they (masculine) are tired
están cansadas	they (feminine) are tired
huele	he/she smells (something)
no aguanta más	he/she can't take/stand it any more
está emocionado	he is excited
está emocionada	she is excited
están emocionados	they (masculine) are excited
están emocionadas	they (feminine) are excited

Leisure and Sports - *Los pasatiempos y los deportes*

va de caza	he/she goes hunting
va de pesca	he/she goes fishing
la caña de pescar	the fishing pole
el ballet	ballet
baila	he/she dances
hacen un picnic	they go on a picnic
hace una fiesta	he/she throws a party
hacan una fiesta	they throw a party
se divierte	he/she has fun
se divierten	they have fun

Nature - *La naturaleza*

el esquimal	the Eskimo
el hielo	the ice
el lago	the lake
el elefante	the elephant
el caracol / los caracoles	the snail / the snails

Town - *El pueblo*

la calle	the street
----------	------------

el banco
la lucha
resulta una lucha
las monedas
el ruido

the bank
the fight
a fight breaks out
the coins
the noise

Food - *La comida*

corta
la comida

he/she cuts
the food

Professions - *Las profesiones*

el ladrón
roba
la policía
el policía
captura
la prensa
el fotógrafo
la fotógrafa
saca una foto
el periodista
la periodista
entrevista
pregunta
el médico
la médica
saca un rayo-equis
la inyección

the thief
he/she steals
the police
the policeman
he/she captures
the media (the press)
the (male) photographer
the (female) photographer
he/she takes a picture
the (male) journalist
the (female) journalist
he/she interviews (someone)
he/she asks
the (male) doctor
the (female) doctor
he/she takes an X-ray
the injection (the shot)

House and Home - *La casa y el hogar*

el control remoto
sale
la vecindad
el garaje
los garajes
se apaga
apaga
se apagan
apagan
se prenden
se abren
se cierran
prepara
se prepara
se preparan
luce
lleva
vive
se despierta
se despiertan
la cama
el techo

the remote control
he / she leaves
the neighborhood
the garage
the garages
it turns (itself) off
he / she turns it off
they turn (themselves) off
they turn (it) off
they turn (themselves) on
they open (themselves)
they close (themselves)
he / she prepares (someone or something)
he / she gets ready
they get ready
he / she / it shines
he / she carries
he/she/it lives
he/she wakes up
they wake up
the bed
the ceiling

Travel - *El viaje*

va de vacaciones
el extraterrestre / la extraterrestre
los extraterrestres

he/she goes on vacation
the extraterrestrial
the extraterrestrials

When - *¿Cuándo?*

toda la noche
el próximo día
hoy
mañana
ayer

all night long
the next day
today
tomorrow
yesterday

At What Time? - *¿A qué hora?*

¿Qué hora es?
Es la una.
Son las dos.
Son las tres de la tarde
Son las nueve de la noche.
Son las diez de la mañana.
Son las siete y diez.
Son las siete menos diez.
Son las cuatro y media.
Son las cinco y cuarto.
Son las cinco menos cuarto.

What time is it?
It is 1:00.
It is 2:00.
It is 3:00 PM [in the afternoon]
It is 9:00 PM [in the night]
It is 10:00 AM [in the morning]
It is 7:10.
It is 6:50.
It is 4:30.
It is 5:15.
It is 4:45.

Exclamations – *Los mosdismos*

¡Ojo!
¡Qué desgracia!
¡Disculpe!
¡Bien se lo merece!
¡No faltaba más!
¡Qué extraño!
¡Qué dolor!
¡Qué lástima!
¡Qué disgusto!
¡Qué peligro!
¡Caray!
¡Increíble!
¡No puede ser!

Watch out!
How disgraceful (What a disgrace!)
Excuse me! (Pardon me!)
He/She deserves it!
That's all I/we/he/she needed!
How strange!
How painful!
What a shame!
How disgusting!
How dangerous!
Oh, no!
Incredible!
It can't be!

Novel: *Pobre Ana*

Tiene problemas
No tiene el permiso
No comas chocolate
Soy pobre
No lo encuentra
Nunca le ayuda
Siempre le da dinero
No le dice nada
No cuesta nada
No necesita pagar nada
Saca buenas notas
Compra ropa nueva
Quieren economizar
Quiero ir
Búscalo

[he/she] has problems
[he/she] does not have permission
don't eat chocolate
[I] am poor
[he/she] doesn't find it
[he/she] never helps him/her
[he/she] always gives him/her money
[he/she] **doesn't tell him/her anything**
it costs nothing
[he/she] does not have to pay
[he/she] ges good grades
[he/she] buys new clothes
[they/you all] want to save money
[I] want to go
look for it

Está frustrado[a]	[he/she] is frustrated
Está feliz	[he/she] is happy
Agarra	grabs
Llega a la escuela	arrives at school
Ve a una amiga	[he/she] sees a friend
Puede ir a México	[he/she] can go to Mexico
Puede vivir con una familia.	[he/she] can live with a family
No puedo pagar	[I] cannot pay
durante el verano	during the summer
después de la clase	after class
por tres meses	for three months
es simpático[a]	[he/she] is nice
escuela particular	private school

Vocabulary

está a diez minutos de aquí	it's 10 minutes from here
está agradecido[a]	[he/she] is thankful
está estudiando	[he/she] is studying
está limpia	is clean
está preocupado[a]	he/she is worried
está sorprendido[a]	is surprised
está sucio/a	is dirty
Estados Unidos	United States
estamos acostumbrados	[we] are used to
están haciendo ejercicios	[they/you all] are doing excercises
están nadando	[they/you all] are swimming
Hablen más despacio	talk more slowly [to more than one person]
hacia ella	towards her
hago	[I] make or do
la carne	the [red] meat
la cocina	the kitchen
la hija	the daughter
la manera	the manner/the way
la sala	the livingroom
la vida nueva	the new life
las cosas materiales	material things
las noticias	the news
las películas	the films
le enseña	[he/she] teaches him/her
lecciones de baile	dancing lessons
les acompaña	[I] accompany them/you all
les dice	tells them/ says to them
limpia	[he/she] cleans
los dormitorios	the bedrooms
más tiempo	more time
mi familia no fue al aeropuerto	my family was not at the airport
mi mejor amigo[a]	my best friend
muchísimo	very much
necesita despedirse	[he/she] needs to say good-bye
no comprende	[he/she] does not understand
no hay agua caliente	there is no hot water
nosotros no tenemos	we do not have
oye/ oigo	[he/she] hears / [I] hear
papas [papas fritas]	potatoes/fries
piensa	[he/she] thinks
pongo	[I] put or place
pronto regresa a California	[he/she] is returning to CA soon
recibe	[he/she] receives
sabe bailar	[he/she] knows how to dance
se baja del avión	[he/she] gets off the plane
se baña [he/she]	takes a bath
se dan dos besos en las mejillas	[they] give each other 2 kisses on the cheeks
se despierta	[he/she] wakes up
se duerme [me duermo]	[he/she] falls asleep / [I] fall asleep
se sube	gets into a vehicle
se sube al avión	[he/she] gets on the plane
su boleto de avión	his/her ticket
también	also
tiene miedo	[he/she] is afraid
tú eres mi amiga favorita	you are my favorite friend
tú y yo somos buenos amigos	you and I are good friends
un carro viejo	an old car
una carta	a letter
vas a dormir	[you] are going to sleep

Grade 7 Spanish 1

Vocabulary

PROGRAM IMPLEMENTATION

Acciones de TPR TPR Actions	
¿Qué hace? What is he/she doing?	
abraza	he/she hugs
abre	he/she opens
agarra	he/she grabs
apesta	he/she/it stinks
aplauden	they applaud
baila	he/she dances
bebe	he/she drinks
busca	he/she looks for
canta	he/she sings
come	he/she eats
corre	he/she runs
corta	he/she cuts
crece	he/she/it grows
cuida	he/she takes care of
cuidar	to take care of
deja	he/she leaves (a thing)
demandá	he/she demands
dice	he/she says
entra	he/she enters
escapa	he/she escapes
esconde	he/she/it hides
escucha	he/she listens to
espera	he/she waits for
flota	he/she/it floats
grita	he/she shouts
guarda la respiración	he/she holds his/her breath
habla	he/she talks
hace	he/she makes
hace cosquillas	he/she tickles
hacen cosquillas	they tickle
jala	he/she pulls
juega (a los naipes)	he/she plays cards
ladra	he/she/it barks
levanta	he/she lifts up
llora	he/she cries
mastica	he/she chews
mira	he/she looks at
	no puede cantar
	no puede comer
	no puede dormir
	ofrece
	pasa tiempo
	persigue
	pone
	pregunta
	quiere comer
	quiere hablar
	quiere salir
	regresa
	responde
	sale
	salva
	se cae para atrás
	se despierta
	se enamora
	se esconde
	se pega
	se pone patas arriba
	se quita
	se ríe
	se rinde
	se sienta
	sirve
	sopla
	sube
	tiembla
	tiene
	tiene hípos
	toma
	va
	ve
	viene
	vive
	vuela
	zapatea
	he/she can't sing
	he/she can't eat
	he/she can't sleep
	he/she offers
	he/she spends time – or – time passes
	he/she chases
	he/she puts
	he/she asks
	he/she wants to eat
	he/she wants to talk
	he/she wants to leave
	he/she returns
	he/she responds
	he/she leaves (a place)
	he/she rescues
	he/she falls down backwards
	he/she wakes up
	he/she falls in love
	he/she hides
	he/she/it sticks to
	he/she stands on his/her head
	he/she takes off
	he/she laughs
	he/she/it gives up
	he/she sits down
	it works
	he/she blows
	he/she/it rises
	he/she/it trembles
	he/she has
	he/she has hiccups
	he/she takes
	he/she goes
	he/she sees
	he/she comes
	he/she lives
	he/she flies
	he/she stomps

Grade 7 Spanish 1 Vocabulary

PROGRAM IMPLEMENTATION

Grade 7 Spanish 1

Vocabulary

PROGRAM IMPLEMENTATION

<i>El Cuerpo</i> The Body			
¿Qué es? What is it?			
la cabeza	the head	estirarse	to stretch
la cara	the face	peinarse	to comb your hair
el cuello	neck	prepararse	to get ready
el cuerpo	the body	secarse	to dry
los dedos	the toes	seguir(i) una dieta sana	to eat a balanced diet
los dientes	the teeth	sentirse (ie)	to feel
la espalda	the back	subir de peso	to gain weight
el estómago	the stomach	vestirse (i)	to get dressed
la garganta	the throat		
los hombros	the shoulders		
la lengua	the tongue		
la mano	the hand		
la oreja	the ear		
la palma	the palm		
el pelo	the hair		
el pie	the foot		
la pierna	the leg		
el pecho	the chest		
el cepillo de dientes	the toothbrush		
el jabón	the soap		
el maquillaje	the makeup		
la pasta de dientes	the toothpaste		
el peine	the comb		
la secadora de pelo	the hairdryer		
la toalla	the tonel		
el pelo	the hair		
es liso/rizado	is straight/curly		
es largo/corto	is long/short		
es rubio/moreno	is blond/brunette		
es negro	is black		
es de color café	is brown		
Actividades		Activities	
¿Qué te falta hacer?		What do you still have to do?	
acabar de	to just have done (something)	hacer yoga	to do yoga
acostarse (ue)	something)	hacer ejercicios	to do exercises
afeitarse	to go to bed	leer novellas	to read novels
bajar de peso	to shave	demasiado(a)	too much
banarse	to lose weight	ni	neither
buscar un pasatiempo	to bathe	tanto(a)	so much
caminar	to find a hobby		
dejar de fumar	to walk		
despertarse (ie)	to stop smoking		
doler(ue)	to wake up		
dormir lo suficiente	to hurt		
encontrar (ue)	to get enough sleep		
enojarse	to find		
entrenarse	to get angry		
estar listo(a)	to work out		
	to be ready		
¿Que te pasa?		What's wrong with you?	
¿Que tiene...?		What's the matter with ?	
¿Te duele algo?		Does something hurt?	
Te veo mal.		You don't look well.	
Me duele(n)...		My... hurt(s)	
tener catarro		to have a cold	
Es que...		It's because/just that...	
estar aburrido(a)		to be bored	
estar cansado(a)		to be tired	
estar contento(a)		to be happy	
estar enfermo(a)		to be sick	
estar enojado(a)		to be angry	
estar nervioso(a)		to be nervous	
estar triste		to be sad	
No debes...		You shouldn't ...	
Para cuidarte la salud,		To take care of your health,	
Para cuidarte mejor,		To take better care of	
		yourself	
tanta grasa		so much fat	
tanto dulce		so many sweets	
¿Qué haces para relajarte?		What do you do to relax?	

La Naturaleza, la Geografía y los Animales		Yo, Mi Familia y Mis Amigos	
Nature, Geography and Animals		Self, Family and Friends	
la burbuja	the bubble	En mi familia somos	There are four people in my family.
el aire	the air	cuatro personas.	grandfather (grandmother)
el cacto	the cactus	los abuelos	grandparents
el campo	the country	el amigo	the friend
la cola	the tail	una compañera de clase	a (female) classmate
el coyote	the coyote	un compañero de clase	a (male) classmate
la cucaracha	the cockroach	la familia	the family
el cuervo	the crow	la hermana	the sister
el desierto	the desert	el hermano	the brother
el gato	the cat	los hermanos	siblings
la llama	the llama	el/la hijo(a)	son (daughter)
la luna	the moon	los hijos	children, sons
la montaña	the mountain	el hombre	the man
la oveja	the sheep	la mamá	the mother
el pájaro	the bird	el muchacho	the boy
el pastor	the shepherd	la muchacha	the girl
la perro	the dog	la mujer	the woman
la pluma	the feather	los nietos	grandsons, grandchildren
la punta	the point/the tip	los padres	parents
la rana	the frog	el papá	the father
la rata	the rat	el/la primo(a)	cousins
el ratoncito	the little mouse	los primos	nephew (niece)
la roca	the rock	el/la sobrino(a)	nephews, nieces and
el suelo	the ground	los sobrinos	uncle (aunt)
Días		el/la tío(a)	uncles and aunts
¿Qué día es hoy?		los tíos	my best friend (male)
Es el primero(dos, tres) de...	It's the first (second, third of...)	mi mejor amigo	my best friend (female)
Hoy es lunes (martes, miércoles, jueves, viernes, sábado, domingo)	Today is Monday (Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)	mi mejor amiga	my teacher (female)
Los meses del año Months		mi profesora	my teacher (male)
¿Qué fecha es hoy?		mi profesor	science...
What's today's date?		...de ciencias	Spanish...
enero	January	...de español	everyone, all of us
febrero	February	todos(as)	with my friends
marzo	March	con mis amigos(as)	with my family
abril	April	con mi familia	with me
mayo	May	conmigo	with you
junio	June		
julio	July		
agosto	August		
septiembre	September		
octubre	October		
noviembre	November		
diciembre	December		
Nacionalidades Nationalities		Where does he/she/you come from?	
¿De dónde viene?		es peruano/a	is Peruvian
Where does he/she/you come from?		es guatemalteco/a	is Guatemalan
		es mexicano/a	is Mexican

Grade 7 Spanish 1

Vocabulary

Pasatiempos y Deportes Passtimes & Sports	¿Adónde ..? To where?
¿Qué te gusta hacer? What do you like to do?	al colegio to the school
¿Qué quieres hacer hoy? What do you want to do?	a la casa de.. to ...'s house
¿Qué haces para relajarte? What do you do to relax?	al centro comercial to the mall
A mí me gusta... I like (to)...	al gimnasio gym
A ellos/ellas les gusta... They like (to)...	a la iglesia to the church
A él/ella le gusta... He/She likes (to)...	al parque to the park
alquilar videos to rent videos	a la piscina to the pool
bailar to dance	a la playa to the beach
cantar to sing	a la reunión to the meeting
descansar to rest	al trabajo to the work
escribir cartas to write letters	He/She doesn't go anywhere.
escuchar música to listen to music	
estudiar to study	
hablar por teléfono to talk on the phone	
hacer ejercicios to exercise	
hacer la tarea to do homework	
ir a la/al... to go to the...	
ir de compras to go shopping	
jugar (ue) to play	
leer to read	
montar en bicicleta to ride a bike	
nadar to swim	
navegar por Internet to surf the Internet	
pasar el rato solo(a) to spend time alone	
pasear to go for a walk	
patinar to skate	
practicar deportes to play sports	
salir to go out	
tocar el piano to play the piano	
trabajar to work	
ver televisión to watch television	
el ajedrez chess	
los animales animals	
los carros cars	
los deportes sports	
los juegos de mesa board games	
los libros (de aventuras, (adventure, romance)	
de amor) books	
la música (de) music (of/by...)	
las novelas novels	Encantado (a) you. Pleased /Nice to meet
las revistas magazines	Mucho gusto. Pleased / Nice to meet
los videogames videogames	
las películas (de ciencia (science fiction,horror	
ficción, de terror, de misterio) mystery) movies	
Deportes	
el baile dance	
el básquetbol basketball	
el béisbol baseball	
el cine movie theater	
el ensayo rehearsal	
el entrenamiento practice	
el fútbol soccer	
el fútbol americano football	
el tenis tennis	
el voleibol volleyball	
	La Cortesía Courtesies
	¿Cómo está usted? How are you?
	¿Qué tal? How's it going?
	Adiós Goodbye.
	Buenas noches. Good evening, good night.
	Buenas tardes. Good afternoon.
	Buenos días. Good morning.
	Estoy bien, gracias. I'm fine, thanks.
	Estoy regular/mal. I'm all right/not so good.
	Hasta luego. See you later.
	Hasta mañana. See you tomorrow.
	Hasta pronto. See you soon.
	Hola, ¿cómo estás? Hi, how are you?
	Más o menos. So-so.
	Nos vemos. See you.
	señor sir, Mr.
	señora ma'am, Mrs.
	señorita Miss
	Tengo que irme. I have to go.
	Por favor Please
	Gracias Thank you
	De nada Your welcome
	Introducciones Introductions
	Encantado (a) you. This is Rosa/Mrs....
	Mucho gusto. This is Juan/ Mr....
	Esta es Rosa /la señora student (male or female)
	Este es Juan/el señor Likewise.

Grade 7 Spanish 1

Vocabulary

<i>La Compra/ Las Tiendas</i> Shopping / Stores	<i>La Ropa/Las Joyas</i> Clothing / Jewelry
¿Adónde vas de compras? Where do you go shopping?	¿Qué llevas? wearing?
el almacén la heladería la joyería la juguetería la librería la plaza de comida la tienda de... la tienda de ropa la zapatería barato(a) caro(a) Es un robo la ganga para hombres/mujeres/ninos pasado(a) de moda la (última) moda el/1a cliente el/la dependiente	department store ice cream shop jewelry store toy store bookstore food court in a mall ...store clothing store shoe store inexpensive expensive It's a rip-off! bargain for men/women/ children out of style in (the latest) style client/customer salesclerk
¿En qué le puedo servir? ¿Cuánto cuesta? cost?	How can I help you? How much does it
Nada más estoy mirando. Me gustaría... los audífonos el dinero el disco compacto (en blanco) el DVD los juguetes el letrero la revista de tiras cómicas la tarjeta (de cumpleaños) abrir ahorrar cerrar (ie) comprar costar (ue) devolver (ue) gastar mirar las vitrinas pagar (una fortuna) quedarse bien/mal tener razón vender (de todo) la fábrica la ciudad los ruidos	I'm just looking. I would like... headphones money (blank) CD DVD toys the sign comic book greeting card (birthday) to open to save money to close to buy to cost to return something to spend to window shop to pay (a fortune) to fit well/badly to be right to sell (everything) the factory the city the noises
	Otras Palabras
	Está bien. Ni idea. un/ una unos/ unas el/le/los/las también tampoco este(a) ese(a) además muy demasiado(a) ni tanto(a)
	What are you
	(over)coat ring earrings blouse purse, bag boots socks shirt T-shirt jacket skirt (shoe) size pants a pair of... bracelet pajamas jacket, sports coat sandals hat clock, watches sweater (clothing) size swimsuit (tennis) shoes to use, to wear dress made of silk to wear to put on to take off to get dressed
	Other Words
	All right. I have no idea. a /an some the also neither, not either that this besides very too much neither so much

Grade 7 Spanish 1

Vocabulary

Descripciones la Gente	Describing People	Opiniones	Opinions
¿Cómo es? ¿Cómo eres?	What is he/she/are you like? What are you like?	¿Qué piensas?	What do you think?
es aburrido (a)	is boring	Es delicioso (a).	It's delicious.
es activo (a)	is active		
es alto (a)	is tall	Es pésimo(a).	It's awful.
es antipático (a)	is unfriendly	Es fenomenal	it's awesome
es alético (a)	is athletic	es horrible	it's horrible
es bajo (a)	is short	es interesante	it's interesting
es bonito (a)	is pretty	es formidable	it's great
es callado(a)	is quiet	es bueno/malo	it's good/bad
es calvo/a	is bald	mucho (a)	a lot of, much
es canoso(a)	is gray-haired	muchos (as)	a lot of, many
es castaño(a)	is dark brown	poco(a)	little, not much
es ciego(a)	is blind	pocos(as)	few
es cómico (a)	is funny		
es delgado(a)	is thin		
es estúpido(a)	is stupid		
es extrovertido (a)	is outgoing		
es fuerte	is strong	tiene hambre	(he/she is) hungry
es gordo(a)	is fat	tiene sed	(he/she) is thirsty
es gracioso (a)	is witty	tiene la cara roja	(he/she) is
es guapo (a)	is good-looking	embarrassed/	
es importante	is important	está curioso/a	he/she has a red face
es intelectual	is intellectual	está desilusionado/a	(he/she is) curious
es inteligente	is smart, intelligent	disappointed	(he/she is)
intelligent	is	es rápido	is fast
es joven	is young	es nuevo/a	is new
es moreno (a)	is dark-haired	es grande	is big
es pelirrojo (a)	is red-headed	bastante	quite
es perezoso (a)	is lazy	un poco	a little
es raro	is strange	mayor	older
es romántico (a)	is romantic	menor	younger
es rubio (a)	is blond	muy	very
es serio (a)	is serious		
es simpático (a)	is friendly		
es timido (a)	is shy		
es tonto (a)	is silly, foolish		
es trabajador (a)	is hard-working		
estar en una silla de ruedas	to be in a wheelchair		
es sordo(a)	is deaf		
es viejo(a)	is old		
es travieso(a)	is mischievous		
tener los ojos azules	to have blue eyes		
tener el pelo blanco	to have white hair		
usar lentes	to wear eyeglasses		
		Más Descripciones More Descriptions	
		tiene hambre	(he/she is) hungry
		tiene sed	(he/she) is thirsty
		tiene la cara roja	(he/she) is
		embarrassed/	
		está curioso/a	he/she has a red face
		está desilusionado/a	(he/she is) curious
		disappointed	(he/she is)
		es rápido	is fast
		es nuevo/a	is new
		es grande	is big
		bastante	quite
		un poco	a little
		mayor	older
		menor	younger
		muy	very

Repaso Describir la gente	Describing People	Hablar de Quehaceres Talking about Chores
¿Cómo eres (tú)? Soy... ¿Cómo son...? es activo(a) es alto(a) es amable es atlético(a) es aventurero(a) es bajo(a) es bonito(a) es buena gente es callado(a) es chismoso(a) es chistoso(a) es curioso(a) es egoísta es estricto(a) es extrovertido(a) es impaciente es increíble es moreno(a) es obediente es paciente es rubio(a) es serio(a) es simpático(a) es solitario(a)	What are you like? I'm... What are ...like? is active is tall is nice is athletic is adventurous is short is pretty is nice (person) is quiet is a gossip is funny is curious is selfish is strict outgoing is impatient is incredible is dark-haired is obedient is patient is blond is serious is friendly likes to be alone	¿Puedo ayudarte? ¿Qué más tengo que hacer? cortar el césped darle de comer al perro lavar los platos limpiar el baño organizar poner la mesa regar (ie) las plantas sacar la basura sacudir los muebles Debes lavar los platos. Está preparando la cena.
¿Cómo preguntar ?	How to ask...	No te olvides de ... Pasa la aspiradora en la sala. Tenemos que ayudarla. Tener que + infinitive Vamos a limpiar
		Don't forget to ... Vacuum the living room. We all have to help her. Yo have to [do something] We're going to clean...
		Frecuencia
		Frequency
		nunca a veces a menudo siempre
		never sometimes often always

Grade 8 Spanish 2

Vocabulary

PROGRAM IMPLEMENTATION

Profesiones	Professions	Describir la Casa	Home
¿Que clase de trabajo hace...? What kind of work does....do?	¿En qué trabaja .. ? What does... do?	la alfombra la bañera la cómoda el cuadro la ducha el estante la estufa el fregadero el inodoro la lámpara el lavabo la lavadora el lavaplatos la mesita de noche la pared el piso la planta baja el primer piso la secadora el sillón el televisor el vecindario el techo la llave	carpet, rug bathtub chest of drawers painting shower bookcase stove (kitchen) sink toilet lamp (bathroom) sink washing machine dishwasher bedside table, nightstand wall floor
		¿Dónde está? adentro afuera a la derecha de a la izquierda de detrás de delante de enfrente de entre cerca de lejos de al lado de	Where is? inside outside to the right of to the left of behind in front of facing (in) between near far next to

Ir al Pueblo	Going to Town	la panadería la parada del metro la pastelería la peluquería la pescadería el piso el puerto el semáforo el supermercado	bakery subway stop pastry shop hair salon fish market floor port traffic light supermarket
bajarse de... cruzar doblar seguir adelante/derecho subirse la acera el acuario la autopista el ayuntamiento el banco el café la carnicería la calle la catedral el cementerio la clínica la comisaría la bloque [cuadra] la esquina la estación de autobuses la estación de bomberos la estación de tren el estacionamiento [parking] la fábrica la floristería la frutería la fuente el hospital el mercado la mueblería la oficina de...	to get off of... to cross to turn to keep going straight ahead to go up, to get on sidewalk aquarium freeway, highway town hall bank café butcher's shop road cathedral cemetary clinic police department block corner bus station fire station train station parking lot factory flower shop fruit shop fountain hospital market furniture store office of...	¿Dónde está ... ? ¿Cómo ... ?	Where is ... ? What?
Pedir y Dar Información Asking for and giving directions			
Yo no sé Preguntarle a alguien Sí, claro. Otra vez, por favor. Sigue la calle Green Hill Dobla a la derecha/izquierda Sigue derecho por tres cuadras Baja la calle Sube la calle No está lejos.	I don't know ask someone Yes, of course. One more time, please. Take Green Hill Road Turn right/ left Keep going straight for three blocks. Go down the street Go up the street It is not far.		
Hablar de Deportes y Pasatiempos Sports and Leisure Activities			
¿Qué hacen tus amigos los fines de semana? ¿Cuánto tiempo hace que...? How long have you...? ¿Qué hiciste? ¿Adónde fuiste?	What do your friends do on weekends? How long have you...? What did you do? Where did you go	el (la) entrenador(a) el equipo el (la) jugador(a) el (la) animador(a) las artes marciales el atletismo el esquí acuático la gimnasia el golf la lucha libre la natación el patinaje sobre hielo el patinaje en línea el puntaje el trofeo Fue todo un éxito. Fue todo un fracaso. Me dieron ganas	coach team player cheerleader martial arts track and field water skiing gymnastics golf wrestling swimming ice skating rollerblading score trophy It was a total success. It was a total failure. I felt like...
grabar CDs cuidar a un animal disfrutar de empatar empatamos ganar ¿Ganaste o perdiste? hacer crucigamas jugar (ue) a las cartas [naipes] jugar al tennis(al ajedrez) montar a caballo	to burn CDs to take care of a pet to enjoy to tie a game we tied to win Did you win or did you lose to do crossword puzzles to play cards to play tennis (chess) to ride a horse		

Grade 8 Spanish 2 Vocabulary

PROGRAM IMPLEMENTATION

montar en bicicleta	to ride a bike	de (+ infinitive)	
participar	to participate	Me puse a { + infinitive}	I started to...
perder (ie)	to lose	Me puse (+ adjective).	I felt /became
pintar	to paint	fatal	awful
réirse (i, i)	to laugh	Me reí mucho.	I laughed a lot.
tomar clases de...	to take...lessons	Hace poco tiempo que jugamos.	We've been playing
trotar	to jog	for a little while.	
la guitarra	guitar	Estoy loco (a) por...	I'm crazy about...
el partido	the game	Ya no.	Not anymore.
el poema	poem		
el rato libre	free time		
las revistas cómicas	comic books	¿Algo más?	Anything else?
la banda escolar	school band	Oye	Hey
la competencia	competition		
el debate	debate	Nada	nothing
		Nadie	nobody

Otras Expresiones **Other Expressions**

<i>iApúrate!</i> Telling Someone to “Hurry!”		<i>Hablar de dolores de cuerpo</i> Talking About Getting Hurt and Sick	
¿Todavía no estás...?	Aren't you...yet?	¿Qué te pasó?	What happened to you?
acabar de	to have just	Me caí	I fell down
acordarse (ue) de	to remember	Me corté	I cut myself
arreglarse	to get ready, to dress up	Me lastimé	I hurt myself
cerrar (ie) la puerta	to lock the door	Me quemé	I got a sunburn
con llave		Me rompí	I broke ...
darse prisa	to hurry	Está hinchado	is swollen
ponerse nervioso	to get nervous, allegre, etc	está infectado	is infected
recoger	to pick up	estar resfriado	to have a cold
el teléfono celular	cell phone	el codo	elbow
Tranquilo(a).	Relax.	el corazón	heart
Ya voy!	I'm coming.	el hueso	bone
No te preocupes.	Don't worry.	los labios	lips
		la rodilla	knee
		el tobillo	ankle
		la mejilla	cheek
		la muñeca	wrist
		el muslo	thigh
		la oreja	ear
		la piel	skin
		el dedo del pie	toe
		la uña	fingernail, toenail
<i>Describir al Pasado</i> Describing the Past			
¿Qué te gustaba hacer cuando tenías ...años?		What did you like to do when you were years old?	
¿Cómo eras....?		What were you like...?	
consentido(a)		babied, spoiled	
conversador(a)		talkative	
el cuento		story	
los recuerdos		memories	

<p>Descriptions Comment est...? What is he/she like?</p> <table> <tbody> <tr><td>est bizarre</td><td>is weird</td></tr> <tr><td>est bon[ne]</td><td>is good</td></tr> <tr><td>est content[e]</td><td>is happy</td></tr> <tr><td>est fort[e]</td><td>is strong</td></tr> <tr><td>est grand[e]</td><td>is big</td></tr> <tr><td>est gros[se]</td><td>is fat</td></tr> <tr><td>est intelligent[e]</td><td>is smart</td></tr> <tr><td>est mauvais[e]</td><td>is bad</td></tr> <tr><td>est mince</td><td>is thin</td></tr> <tr><td>est mouillé[e]</td><td>is wet</td></tr> <tr><td>est normal[e]</td><td>is normal</td></tr> <tr><td>est nouveau [nouvelle]</td><td>is new</td></tr> <tr><td>est pauvre</td><td>is poor</td></tr> <tr><td>est petit[e]</td><td>is small</td></tr> <tr><td>est riche</td><td>is rich</td></tr> <tr><td>est sec, sèche</td><td>is dry</td></tr> <tr><td>est triste</td><td>is sad</td></tr> <tr><td>je n'ai rien</td><td>I have nothing</td></tr> <tr><td>je suis</td><td>I am</td></tr> </tbody> </table> <p>Les cheveux Hair</p> <table> <tbody> <tr><td>est brun [e]</td><td>is brunette</td></tr> <tr><td>est blond [e]</td><td>is blonde</td></tr> <tr><td>est roux [rousse]</td><td>is redhead</td></tr> <tr><td>a les cheveux noirs</td><td>has black hair</td></tr> <tr><td>a les cheveux blancs</td><td>has white hair</td></tr> </tbody> </table> <p>La maison Home</p> <table> <tbody> <tr><td>il dort</td><td>he sleeps</td></tr> <tr><td>il ronfle</td><td>he snores</td></tr> <tr><td>il se réveille</td><td>he wakes up</td></tr> <tr><td>il se couche</td><td>he goes to bed</td></tr> <tr><td>je dors</td><td>I sleep</td></tr> <tr><td>je me réveille</td><td>I wake up</td></tr> <tr><td>je me couche</td><td>I go to bed</td></tr> <tr><td>le lit</td><td>the bed</td></tr> <tr><td>le nouveau lit</td><td>the new bed</td></tr> <tr><td>le même lit</td><td>the same bed</td></tr> <tr><td>un autre lit</td><td>another bed</td></tr> <tr><td>la table</td><td>the table</td></tr> <tr><td>la chaise</td><td>the chair</td></tr> <tr><td>a besoin de</td><td>needs</td></tr> <tr><td>ai besoin de</td><td>[!] need</td></tr> <tr><td>à la maison de/ chez</td><td>at (someone's) house</td></tr> <tr><td>la chambre</td><td>the bedroom</td></tr> <tr><td>la cuisine</td><td>the kitchen</td></tr> <tr><td>Où est-ce que tu vis?</td><td>Where do you live?</td></tr> </tbody> </table>	est bizarre	is weird	est bon[ne]	is good	est content[e]	is happy	est fort[e]	is strong	est grand[e]	is big	est gros[se]	is fat	est intelligent[e]	is smart	est mauvais[e]	is bad	est mince	is thin	est mouillé[e]	is wet	est normal[e]	is normal	est nouveau [nouvelle]	is new	est pauvre	is poor	est petit[e]	is small	est riche	is rich	est sec, sèche	is dry	est triste	is sad	je n'ai rien	I have nothing	je suis	I am	est brun [e]	is brunette	est blond [e]	is blonde	est roux [rousse]	is redhead	a les cheveux noirs	has black hair	a les cheveux blancs	has white hair	il dort	he sleeps	il ronfle	he snores	il se réveille	he wakes up	il se couche	he goes to bed	je dors	I sleep	je me réveille	I wake up	je me couche	I go to bed	le lit	the bed	le nouveau lit	the new bed	le même lit	the same bed	un autre lit	another bed	la table	the table	la chaise	the chair	a besoin de	needs	ai besoin de	[!] need	à la maison de/ chez	at (someone's) house	la chambre	the bedroom	la cuisine	the kitchen	Où est-ce que tu vis?	Where do you live?	<p>Les vêtements Clothing Qu'est-ce qu'il porte ? What is he wearing ?</p> <table> <tbody> <tr><td>il porte</td><td>he wears</td></tr> <tr><td>nouveau [nouvelle]</td><td>new</td></tr> <tr><td>vieux [vieille]</td><td>old</td></tr> <tr><td>les chaussettes</td><td>the socks</td></tr> <tr><td>les chaussures</td><td>the shoes</td></tr> <tr><td>la montre</td><td>the watch</td></tr> <tr><td>la cravate</td><td>the tie</td></tr> <tr><td>le pantalon</td><td>the pants</td></tr> <tr><td>la chemise</td><td>the shirt</td></tr> <tr><td>le pull-over</td><td>the pullover</td></tr> <tr><td>les chaussettes</td><td>the socks</td></tr> </tbody> </table> <p>De quelle couleur? What color?</p> <table> <tbody> <tr><td>rouge</td><td>red</td></tr> <tr><td>jaune</td><td>yellow</td></tr> <tr><td>rose</td><td>pink</td></tr> <tr><td>orange</td><td>orange</td></tr> <tr><td>bleu[e]</td><td>blue</td></tr> <tr><td>noir[e]</td><td>black</td></tr> <tr><td>vert[e]</td><td>green</td></tr> <tr><td>gris[e]</td><td>grey</td></tr> <tr><td>blanc[he]</td><td>white</td></tr> <tr><td>brun[e]</td><td>brown</td></tr> </tbody> </table> <p>Les passe-temps et les sports Leisure and Sports Qu'est-ce que tu aimes faire ? What do you like to do ?</p> <table> <tbody> <tr><td>J'aime [je préfère]</td><td>I like [prefer]</td></tr> <tr><td>prendre des photos</td><td>to take photos</td></tr> <tr><td>un appareil-photo</td><td>a camera</td></tr> <tr><td>jouer au tennis, au foot</td><td>to play tennis, soccer</td></tr> <tr><td>jouer du piano, à la guitare</td><td>to play the piano, the guitar</td></tr> <tr><td>lire un livre</td><td>to read a book</td></tr> </tbody> </table> <p>La nature/ les animaux Nature/ Animals</p> <table> <tbody> <tr><td>le chat</td><td>the cat</td></tr> <tr><td>le cheval</td><td>the horse</td></tr> <tr><td>le chien</td><td>the dog</td></tr> <tr><td>l'éléphant[m]</td><td>the elephant</td></tr> <tr><td>l'oiseau</td><td>the bird</td></tr> <tr><td>le poisson</td><td>the fish</td></tr> <tr><td>le serpent</td><td>the snake</td></tr> <tr><td>le singe</td><td>the monkey</td></tr> <tr><td>la vache</td><td>the cow</td></tr> </tbody> </table>	il porte	he wears	nouveau [nouvelle]	new	vieux [vieille]	old	les chaussettes	the socks	les chaussures	the shoes	la montre	the watch	la cravate	the tie	le pantalon	the pants	la chemise	the shirt	le pull-over	the pullover	les chaussettes	the socks	rouge	red	jaune	yellow	rose	pink	orange	orange	bleu[e]	blue	noir[e]	black	vert[e]	green	gris[e]	grey	blanc[he]	white	brun[e]	brown	J'aime [je préfère]	I like [prefer]	prendre des photos	to take photos	un appareil-photo	a camera	jouer au tennis, au foot	to play tennis, soccer	jouer du piano, à la guitare	to play the piano, the guitar	lire un livre	to read a book	le chat	the cat	le cheval	the horse	le chien	the dog	l'éléphant[m]	the elephant	l'oiseau	the bird	le poisson	the fish	le serpent	the snake	le singe	the monkey	la vache	the cow
est bizarre	is weird																																																																																																																																																														
est bon[ne]	is good																																																																																																																																																														
est content[e]	is happy																																																																																																																																																														
est fort[e]	is strong																																																																																																																																																														
est grand[e]	is big																																																																																																																																																														
est gros[se]	is fat																																																																																																																																																														
est intelligent[e]	is smart																																																																																																																																																														
est mauvais[e]	is bad																																																																																																																																																														
est mince	is thin																																																																																																																																																														
est mouillé[e]	is wet																																																																																																																																																														
est normal[e]	is normal																																																																																																																																																														
est nouveau [nouvelle]	is new																																																																																																																																																														
est pauvre	is poor																																																																																																																																																														
est petit[e]	is small																																																																																																																																																														
est riche	is rich																																																																																																																																																														
est sec, sèche	is dry																																																																																																																																																														
est triste	is sad																																																																																																																																																														
je n'ai rien	I have nothing																																																																																																																																																														
je suis	I am																																																																																																																																																														
est brun [e]	is brunette																																																																																																																																																														
est blond [e]	is blonde																																																																																																																																																														
est roux [rousse]	is redhead																																																																																																																																																														
a les cheveux noirs	has black hair																																																																																																																																																														
a les cheveux blancs	has white hair																																																																																																																																																														
il dort	he sleeps																																																																																																																																																														
il ronfle	he snores																																																																																																																																																														
il se réveille	he wakes up																																																																																																																																																														
il se couche	he goes to bed																																																																																																																																																														
je dors	I sleep																																																																																																																																																														
je me réveille	I wake up																																																																																																																																																														
je me couche	I go to bed																																																																																																																																																														
le lit	the bed																																																																																																																																																														
le nouveau lit	the new bed																																																																																																																																																														
le même lit	the same bed																																																																																																																																																														
un autre lit	another bed																																																																																																																																																														
la table	the table																																																																																																																																																														
la chaise	the chair																																																																																																																																																														
a besoin de	needs																																																																																																																																																														
ai besoin de	[!] need																																																																																																																																																														
à la maison de/ chez	at (someone's) house																																																																																																																																																														
la chambre	the bedroom																																																																																																																																																														
la cuisine	the kitchen																																																																																																																																																														
Où est-ce que tu vis?	Where do you live?																																																																																																																																																														
il porte	he wears																																																																																																																																																														
nouveau [nouvelle]	new																																																																																																																																																														
vieux [vieille]	old																																																																																																																																																														
les chaussettes	the socks																																																																																																																																																														
les chaussures	the shoes																																																																																																																																																														
la montre	the watch																																																																																																																																																														
la cravate	the tie																																																																																																																																																														
le pantalon	the pants																																																																																																																																																														
la chemise	the shirt																																																																																																																																																														
le pull-over	the pullover																																																																																																																																																														
les chaussettes	the socks																																																																																																																																																														
rouge	red																																																																																																																																																														
jaune	yellow																																																																																																																																																														
rose	pink																																																																																																																																																														
orange	orange																																																																																																																																																														
bleu[e]	blue																																																																																																																																																														
noir[e]	black																																																																																																																																																														
vert[e]	green																																																																																																																																																														
gris[e]	grey																																																																																																																																																														
blanc[he]	white																																																																																																																																																														
brun[e]	brown																																																																																																																																																														
J'aime [je préfère]	I like [prefer]																																																																																																																																																														
prendre des photos	to take photos																																																																																																																																																														
un appareil-photo	a camera																																																																																																																																																														
jouer au tennis, au foot	to play tennis, soccer																																																																																																																																																														
jouer du piano, à la guitare	to play the piano, the guitar																																																																																																																																																														
lire un livre	to read a book																																																																																																																																																														
le chat	the cat																																																																																																																																																														
le cheval	the horse																																																																																																																																																														
le chien	the dog																																																																																																																																																														
l'éléphant[m]	the elephant																																																																																																																																																														
l'oiseau	the bird																																																																																																																																																														
le poisson	the fish																																																																																																																																																														
le serpent	the snake																																																																																																																																																														
le singe	the monkey																																																																																																																																																														
la vache	the cow																																																																																																																																																														

Les mois et les dates
Months and Dates

Quelle est la date ?	What is the date ?
Quel jour est-ce ?	Which day is it ?
Quelle est la date?	What is the date?
le jour	the day
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
le mois	the month
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December
C'est le premier mai.	It's May 1 st .
C'est le seize août.	It's August 16 th .
Quelle heure est-il?	What time is it ?
Il est une heure	It is 1:00
Il est trois heures et demie	It is 3:30
Il est huit heures quart	It is 8:15
Il est neuf heures moins le quart	It is 8:45
du matin	in the morning (AM)
de l'après-midi	in the afternoon (PM)
du soir	in the evening (PM)

Le temps et les saisons
Weather and Seasons

Quel temps fait-il?	What's the weather like?
Il fait beau/mauvais/ gris.	It's beautiful/ bad / grey weather.
Il neige/pleut/gèle.	It's snowing/raining / freezing.
Il fait très froid/ chaud/ frais.	It's very cold/hot/cool.
Il y a des nuages.	It's cloudy.

Bienvenues et introductions
Greetings and Introductions

bonjour	hello [good day]
bonsoir	good evening
bonne nuit	good night
au revoir	good-bye
à demain	until tomorrow
à lundi	until Monday
à bientôt	see you soon
Je m'appelle	My name is
Comment t'appelles-tu?	What is your name?
Je m'appelle...	My name is ...
Que âge as-tu?	How old are you?
J'ai 14 ans.	I am 14 years old.
Je te présente.	This is[introduction]
Enchanté[e]	Pleased to meet you.

Les préférences **Preferences**

aussi	also
non plus	neither
j'aime	I like
je n'aime pas	I don't like
un peu	a little
beaucoup	a lot
parce que	because
préféré[e]	favorite
veulent avoir	(they) want to have
veux/ veut/ veulent	want

La courtoisie **Courtesy**

s'il te plaît	please (informal)
s'il vous plaît	please (formal)
merci	thank you
merci beaucoup	thank you very much
de rien	you're welcome
Puis-je parler anglais?	May I speak English?
Que veut-dire ...?	What does it mean?
Comment dit-on ...?	How do you say?
Madame	
Monsieur	
Mademoiselle	

Qu'est-ce que tu fais? Qu'est-ce qu'il fait?
What are you doing? What is he doing?

a	has	montre du doigt	point
allume	turn on	ouvre / ferme	open/ close
arrête	stop	parle[nt]	he[they] speaks(s)
assieds-toi	sit down	part	leaves
il/elle s'assied	he/she sits down	pleure	cry
attrape	catch	prend	takes
baisse la main	lower your hand	regarde	look [at]/ watch
cherche	look for	rentre	return
conduit	drives	reste	stay
coupe	cut	rit	laughs
court vers	run toward	s'assied	sits
court	run	saisit	grabs
crie	shout	saute	jump
dessine	draw	sort	goes out, exits
dis-moi	tell me	sort de chez lui/elle	goes out of his/her house
dit	says	sourit	smiles
écrit	writes	embrasse	hug (kiss)
étudie	studies	tire	pull
entend	hears	touche l'oreille	touch your ear
éteint	turns off	tourne	turn
frappe les mains	clap hands	trouve	find
il frappe / je frappe	he/I hit	va	goes
il met / je mets	he/I put, place	vit/ vivent	he/she lives/ they live
il ne voit plus	he no longer sees	vite / lentement	quickly/ slowly
il pleure / je pleure	he/I cry	vient ici	comes here
il prend / je prends	he/I take	voit	sees
il rit / je ris	he/I laugh		
il se sauve/je me sauve	he/I run away		
il voit / je vois	he/I see		
lâche	drops		
lance / jette	throws		
le ballon	the ball		
lève-toi	stand up		
il/elle se lève	he/she stands up		
lève la main	raise your hand		
lui dit	tells him/her		
lui donne	gives to him/her		
marche	walk		
avec	with		
en avant / en arrière	forward/ backward		
en zig-zag	back and forth		
fort / doucement	loud[strong]/softly		

La nourriture Food
Qu'est-ce que tu prends?
What are you having?

une boisson	a drink
boit	drinks
le verre d'eau	the glass of water
la viande	the meat
la soupe	the soup
le poisson	the fish
les frites	the fries
un croque monsieur	a grilled ham and cheese sandwich
une crêpe	a thin pancake
la tasse	the cup
la cuillère	the spoon
la fourchette	the fork
le couteau	the knife
mange	eat
la bouteille	the bottle
l'eau minérale	bottled water
le jus [d'orange, de fruits]	juice (orange, fruit)

<p>Le corps The body</p> <p>Qu'est-ce que tuas ? What's the matter ? J'ai mal au/ à lahurts me.</p> <table> <tbody> <tr><td>l'épaule</td><td>the shoulder</td></tr> <tr><td>la bouche</td><td>the mouth</td></tr> <tr><td>la jambe</td><td>the leg</td></tr> <tr><td>la langue</td><td>the tongue</td></tr> <tr><td>la poitrine</td><td>the chest</td></tr> <tr><td>la tête</td><td>the head</td></tr> <tr><td>le bras</td><td>the arm</td></tr> <tr><td>le cou</td><td>the neck</td></tr> <tr><td>le genou</td><td>the knee</td></tr> <tr><td>le nez</td><td>the nose</td></tr> <tr><td>le nombril</td><td>the navel (bellybutton)</td></tr> <tr><td>le pied</td><td>the foot</td></tr> <tr><td>le visage</td><td>the face</td></tr> <tr><td>les cheveux</td><td>the hair</td></tr> <tr><td>les dents</td><td>the teeth</td></tr> <tr><td>les yeux</td><td>the eyes</td></tr> </tbody> </table> <p>La santé et les émotions Health and Emotions</p> <table> <tbody> <tr><td>Comment ça va?</td><td>How are you ?</td></tr> <tr><td>Très bien, merci.</td><td>Very well, thanks.</td></tr> <tr><td>et toi ?</td><td>And you ?</td></tr> <tr><td>Comme-ci, comme-ça.</td><td>Okay.</td></tr> <tr><td>Mal.</td><td>Bad.</td></tr> <tr><td>Je suis malade.</td><td>I am sick.</td></tr> <tr><td>J'ai mal à la tête.</td><td>I have a headache.</td></tr> <tr><td>J'ai mal au ventre.</td><td>I have a stomach ache.</td></tr> <tr><td>Je suis fatigué[e]</td><td>I am tired.</td></tr> <tr><td>Je suis fâché[e]</td><td>I am angry.</td></tr> <tr><td>Je suis ennuyé[e]</td><td>I am bored.</td></tr> <tr><td>Je suis excité[e]</td><td>I am excited.</td></tr> </tbody> </table> <p>Le voyage Travel</p> <table> <tbody> <tr><td>dans la rue</td><td>in the street</td></tr> <tr><td>la rue</td><td>the street</td></tr> <tr><td>la voiture/en voiture</td><td>the car/by car</td></tr> <tr><td>monte dans la voiture</td><td>gets into the car</td></tr> <tr><td>descend de la voiture</td><td>gets out of the car</td></tr> <tr><td>conduit la voiture</td><td>drives the car</td></tr> <tr><td>l'avion/en avion</td><td>the plane/by plane</td></tr> <tr><td>le bateau</td><td>the boat</td></tr> <tr><td>il se promène</td><td>he walks</td></tr> <tr><td>à pied</td><td>on foot</td></tr> <tr><td>il voyage</td><td>he travels</td></tr> <tr><td>on fait un voyage</td><td>we take a trip</td></tr> <tr><td>le train/en train</td><td>the train/by train</td></tr> <tr><td>le vélo [la biciclette]</td><td>the bike</td></tr> </tbody> </table>	l'épaule	the shoulder	la bouche	the mouth	la jambe	the leg	la langue	the tongue	la poitrine	the chest	la tête	the head	le bras	the arm	le cou	the neck	le genou	the knee	le nez	the nose	le nombril	the navel (bellybutton)	le pied	the foot	le visage	the face	les cheveux	the hair	les dents	the teeth	les yeux	the eyes	Comment ça va?	How are you ?	Très bien, merci.	Very well, thanks.	et toi ?	And you ?	Comme-ci, comme-ça.	Okay.	Mal.	Bad.	Je suis malade.	I am sick.	J'ai mal à la tête.	I have a headache.	J'ai mal au ventre.	I have a stomach ache.	Je suis fatigué[e]	I am tired.	Je suis fâché[e]	I am angry.	Je suis ennuyé[e]	I am bored.	Je suis excité[e]	I am excited.	dans la rue	in the street	la rue	the street	la voiture/en voiture	the car/by car	monte dans la voiture	gets into the car	descend de la voiture	gets out of the car	conduit la voiture	drives the car	l'avion/en avion	the plane/by plane	le bateau	the boat	il se promène	he walks	à pied	on foot	il voyage	he travels	on fait un voyage	we take a trip	le train/en train	the train/by train	le vélo [la biciclette]	the bike	<p>La nature et la géographie Nature and Geography:</p> <p>Quels sont les voisins de la France? Which are the neighbors of France?</p> <table> <thead> <tr><th>Les pays</th><th>Countries</th></tr> </thead> <tbody> <tr><td>la France</td><td>France</td></tr> <tr><td>l'Angleterre</td><td>England</td></tr> <tr><td>la Grande Bretagne</td><td>Great Britian</td></tr> <tr><td>la Belgique</td><td>Belgium</td></tr> <tr><td>l'Allemagne</td><td>Germany</td></tr> <tr><td>la Suisse</td><td>Switzerland</td></tr> <tr><td>l'Italie</td><td>Italy</td></tr> <tr><td>l'Espagne</td><td>Spain</td></tr> </tbody> </table> <p>Les rivières The rivers</p> <table> <tbody> <tr><td>la Seine</td></tr> <tr><td>la Loire</td></tr> <tr><td>la Garonne</td></tr> <tr><td>le Rhône</td></tr> <tr><td>le Rhin</td></tr> </tbody> </table> <p>Les montagnes The mountains</p> <table> <tbody> <tr><td>les Alpes</td></tr> <tr><td>les Pyrénées</td></tr> <tr><td>le Massif central</td></tr> <tr><td>le Jura</td></tr> <tr><td>les Vosges</td></tr> </tbody> </table> <p>Les mers Seas</p> <table> <tbody> <tr><td>l'Océan atlantique</td></tr> <tr><td>la Manche</td></tr> <tr><td>la Mer méditerranée</td></tr> </tbody> </table> <p>Monuments de Paris</p> <table> <tbody> <tr><td>Les Champs Élysées</td></tr> <tr><td>l'Arc de Triomphe</td></tr> <tr><td>la Tour Eiffel</td></tr> <tr><td>le Musée du Louvre et la Pirámide</td></tr> <tr><td>le Musée d'Orsay</td></tr> <tr><td>La Cathédrale de Notre Dame</td></tr> <tr><td>Sacré Coeur</td></tr> </tbody> </table>	Les pays	Countries	la France	France	l'Angleterre	England	la Grande Bretagne	Great Britian	la Belgique	Belgium	l'Allemagne	Germany	la Suisse	Switzerland	l'Italie	Italy	l'Espagne	Spain	la Seine	la Loire	la Garonne	le Rhône	le Rhin	les Alpes	les Pyrénées	le Massif central	le Jura	les Vosges	l'Océan atlantique	la Manche	la Mer méditerranée	Les Champs Élysées	l'Arc de Triomphe	la Tour Eiffel	le Musée du Louvre et la Pirámide	le Musée d'Orsay	La Cathédrale de Notre Dame	Sacré Coeur
l'épaule	the shoulder																																																																																																																										
la bouche	the mouth																																																																																																																										
la jambe	the leg																																																																																																																										
la langue	the tongue																																																																																																																										
la poitrine	the chest																																																																																																																										
la tête	the head																																																																																																																										
le bras	the arm																																																																																																																										
le cou	the neck																																																																																																																										
le genou	the knee																																																																																																																										
le nez	the nose																																																																																																																										
le nombril	the navel (bellybutton)																																																																																																																										
le pied	the foot																																																																																																																										
le visage	the face																																																																																																																										
les cheveux	the hair																																																																																																																										
les dents	the teeth																																																																																																																										
les yeux	the eyes																																																																																																																										
Comment ça va?	How are you ?																																																																																																																										
Très bien, merci.	Very well, thanks.																																																																																																																										
et toi ?	And you ?																																																																																																																										
Comme-ci, comme-ça.	Okay.																																																																																																																										
Mal.	Bad.																																																																																																																										
Je suis malade.	I am sick.																																																																																																																										
J'ai mal à la tête.	I have a headache.																																																																																																																										
J'ai mal au ventre.	I have a stomach ache.																																																																																																																										
Je suis fatigué[e]	I am tired.																																																																																																																										
Je suis fâché[e]	I am angry.																																																																																																																										
Je suis ennuyé[e]	I am bored.																																																																																																																										
Je suis excité[e]	I am excited.																																																																																																																										
dans la rue	in the street																																																																																																																										
la rue	the street																																																																																																																										
la voiture/en voiture	the car/by car																																																																																																																										
monte dans la voiture	gets into the car																																																																																																																										
descend de la voiture	gets out of the car																																																																																																																										
conduit la voiture	drives the car																																																																																																																										
l'avion/en avion	the plane/by plane																																																																																																																										
le bateau	the boat																																																																																																																										
il se promène	he walks																																																																																																																										
à pied	on foot																																																																																																																										
il voyage	he travels																																																																																																																										
on fait un voyage	we take a trip																																																																																																																										
le train/en train	the train/by train																																																																																																																										
le vélo [la biciclette]	the bike																																																																																																																										
Les pays	Countries																																																																																																																										
la France	France																																																																																																																										
l'Angleterre	England																																																																																																																										
la Grande Bretagne	Great Britian																																																																																																																										
la Belgique	Belgium																																																																																																																										
l'Allemagne	Germany																																																																																																																										
la Suisse	Switzerland																																																																																																																										
l'Italie	Italy																																																																																																																										
l'Espagne	Spain																																																																																																																										
la Seine																																																																																																																											
la Loire																																																																																																																											
la Garonne																																																																																																																											
le Rhône																																																																																																																											
le Rhin																																																																																																																											
les Alpes																																																																																																																											
les Pyrénées																																																																																																																											
le Massif central																																																																																																																											
le Jura																																																																																																																											
les Vosges																																																																																																																											
l'Océan atlantique																																																																																																																											
la Manche																																																																																																																											
la Mer méditerranée																																																																																																																											
Les Champs Élysées																																																																																																																											
l'Arc de Triomphe																																																																																																																											
la Tour Eiffel																																																																																																																											
le Musée du Louvre et la Pirámide																																																																																																																											
le Musée d'Orsay																																																																																																																											
La Cathédrale de Notre Dame																																																																																																																											
Sacré Coeur																																																																																																																											

L'école	School	Moi, ma famille, et mes amis
Qu'est-ce que c'est? What is it?		Self, Family, Friends
l'écran	the screen	le garçon the boy
l'horloge	the clock	la jeune fille the girl
la chaise	the chair	l'enfant the child
la fenêtre	the window	mon père my father
la lumière	the light	ma mère my mother
la porte	the door	mes parents my parents
le plafond	the ceiling	mon frère my brother
le plancher	the floor	ma soeur my sister
la table	the table	mes grands-parents my grandparents
la télévision	the television	mon oncle et ma tante my uncle and my aunt
la terre [par terre]	the floor/ ground [on the floor]	mes cousins my cousins
le bureau	the teacher's desk/the office	au ami/ un copain a male friend
le cercle / le triangle	the circle/ the triangle	une amie/ une copine a female friend
le rectangle	the rectangle	un petit ami a boyfriend
le crayon/ le stylo	the pencil/ the pen	une petite amie a girlfriend
le journal	the newspaper	Qui est-ce? Who is it?
le livre	the book	le Père Noël Santa Claus
le magazine	the magazine	l'autre garçon the other boy
le papier	the paper	l'autre chat the other cat
le pupitre	the student desk	Je suis américain[e] I am American.
le tableau [noir] [vert]	the board	Quel âge as-tu ? How old are you ?
le cahier	the notebook	J'ai 16 ans. I am 16 years old.
l'ordinateur	the computer	Combien de frères as-tu ?
le cadeau	the present	How many brothers do you have?
lui demande	asks him, her	Comment est ton père? What is your father like ?
lui répond	answers him/her	
l'élève [l'étudiant[e]]	the student	
la salle de classe	the classroom	
tous les garçons	all the boys	
le couloir	the hallway	
entre dans	goes in	
toutes les jeunes filles	all the girls	
les ciseaux	the scissors	
Qu'est-ce que ? What ?		
Est-ce que	(Indicates a question)	
Il y a	There is/ are	
livres ennuyeux	boring books	
ne...jamais	never	
notre lycée	our school	
sans/ avec	without/ with	
seulement	only	
ma classe préférée	my favorite class	
les maths	Math	
l'histoire	history	
l'anglais	English	
les sciences	science	
l'éducation physique	physical education	
la bibliothèque	the library	
la cantine	the cafeteria	
le bureau	the office	
Où est?		Locations
Where is?		
		à droite / à gauche on the right/ on the left
		sur / sous on / under
		en haut/en bas above / below
		devant/ derrière in front of/ behind
		en avant/ en arrière forward/ backward
		entre between
		près de/ loin de close[near] to/ far from
		autour de around
		vers towards
		entre between
il n'est pas là		he is not there
là		there
est perdu[e]		is lost
près de/loin de la		close to the window
fenêtre		
dans le coin		in the corner

Les Nombres

0	zéro	20	vingt	88	quatre-vingt-huit
1	un(e)	21	vingt et un	90	quatre-vingt-dix
2	deux	22	vingt-deux	95	quatre-vingt-quinze
3	trois	30	trente	100	cent
4	quatre	31	trente et un	101	cent un
5	cinq	33	trente-trois	200	deux cents
6	six	40	quarante	316	trois cent seize
7	sept	45	quarante-cinq	500	cinq cents
8	huit	48	quarante-huit	527	cinq cent vingt-sept
9	neuf	50	cinquante	580	cinq cent quatre-vingts
10	dix	51	cinquante et un	1,000	mille
11	onze	57	cinquante-sept	1,001	mille un
12	douze	60	soixante	1,100	mille cent/ onze cents
13	treize	61	soixante et un	1,200	mille deux cents/ douze cents
14	quatorze	70	soixante-dix	3,000	trois mille
15	quinze	71	soixante et onze	3,210	trois mille deux cent dix
16	seize	75	soixante-quinze	10,000	dix mille
17	dix-sept	77	soixante-dix- sept	100,000	cent mille
18	six-huit	80	quatre-vingts	1,000,000	un million
19	dix-neuf	81	quatre-vingt-un	1 billion	un milliard

à Thèmes : Food, Meals, Restaurants, Healthy Eating, Travel, Trips

[*Look I Can Talk – L'histoire de la lune* ;
Look I Can Talk More – Le restaurant élégant]

Pouvez-vous m'apporter... ?

Can you bring me

Vous voulez que je mange ça ?
à Paris

Do you want me to eat that ?
to/at/in Paris

après un moment

after a moment

I' avion atterrit[atterrisse]

the plane lands [they] land

beaucoup de gens

a lot of people

Bien sûr !

of course !

C'est dégoûtant !

that's disgusting !

choisissent – finissent
commande une galette au jambon

[they] finish - choose
orders a ham 'galette'

dehors

outside

doit[doivent] revenir

must [they must] return

elle lui/leur sert

she serves him/her [them]

elle se rend = elle va

she goes

elle se souvient que

she remembers

elle croit que

she believes that

elle réfléchit

she thinks about

en France [en Afrique]

in/to France [Africa]

L'épicerie

the grocery store

est affreux[se]

is horrible

est étonné[e]

is astonished

fait les courses

goes shopping

fait[font] le tour du monde

goes around the world

la fusée s'envole

the spaceship takes off

grâce à

thanks to

grimpe la montagne

climbs the mountain

Il a l'air ridicule

He looks ridiculous

il le comprend / il les comprend

understands him [it]/he understands them

il le lit / il les lit

he reads it/ he reads them

il ne croit pas ses yeux

he doesn't believe his eyes

une île tropical

a tropical island

Ils n'en ont pas.

They don't have any

Ils sont fous, ces Français !

They are crazy, these French people

J'ai de mauvaises nouvelles.

I have bad news

J'ai très faim.

I am very hungry

Je ne peux plus attendre

I can no longer wait

Je suis désolé[e].

I am sorry

lui apporte/leur apporte

brings to him [her]/ brings to them

la carte/le menu

the menu

la nourriture / de la nourriture

the food / some food

une langue étrangère

a foreign language

le lendemain

he next day

le pain / du pain

the bread / some bread

les escargots/des escargots

the snails, some snails

n'a que 13 Euros

only has 12 Euros

obtient un emploi

gets a job

paie l'addition

pays the bill

parle une autre langue	speaks another language
passer leurs vacances	spend their vacation
plus de poches / moins de poches	more pockets / fewer pockets
la poche	the pocket
prend[ennent] congé	takes [they take] a leave of absence
se marie avec lui/elle	marries him / her
se souvient que/se souviennent que	remembers that / [they] remember that
le serveur/la serveuse	the waiter /the waitress
ses fausses dents	his false teeth
toute de suite	right away

Themes : Friends, Relationships, and Dating

[Look I Can Talk - Le rendez-vous ; Look I Can Talk More – La fille sociale]

a besoin de	needs
à huit heures du soir / du matin	at 8 :00 PM [in the evening] / AM [in the morning]
à nouveau	again
a peur de	is afraid of
allemand[e]	German
chez elle	in/at/to her house
commence à	begins to
démarre	starts the car
en retard	late
est prêt[e]	is ready
il est arrivé	he arrived [it happened]
l'église	the church
l'endroit	the place
l'essence	the gas
la fête	the party, celebration
la semaine prochaine	the next week
le cinéma	the movie theater
le rendez-vous	the date, the appointment
les sous-vêtements	the underwear
même	same
met du déodorant	puts on deodorant
ne porte rien	wears nothing
ne sait rien	knows nothing
plus tard	later
prendre une douche / un bain	to take a shower/a bath
ramène-moi	take /bringme
reçoit	receives
renverse	spills
s'achète	buys for himself/herself
s'habille	gets dressed
sans arrêt	without stopping
se boucle les cheveux	curls her hair
se brosse les dents / les cheveux	brushes his/her/teeth /hair
se croit supérieur	believes he/she is superior
se fâche	gets angry
se lave le visage / les cheveux	washes his/her face / hair
se maquille	puts on make-up
se moque de lui	makes fun of him
se rase la barbe / les jambes	shaves his beard / her legs
se rend [va]	goes
se sèche	dries himself/herself
se trompe	is mistaken
son / sa propre	his/her own
son maillot de bain	his/her bathingsuit
tombe en panne	breaks down
toute la nuit	all night
trébuche	trips
va se marier	is going to get married
veut aller	wants to go

Themes : Friends, Cars and Driving

Look I Can Talk - Madeleine et Philippe

apprendre [apprend]	to learn [learns]
as-tu acheté	did you buy
au milieu de	in the middle of
aujourd'hui	today
Ça suffit !	that's enough !
cependant	however, nevertheless
conduire [conduit]	to drive [drives]
déjà	already
échange contre	exchanges for
entendre [entend]	to hear [hears]
étroit[e]	narrow
fait du patin à roulettes	goes roller skating
gros / grosse	fat
J'en ai assez !	I've had enough of it
klaxonne	honks
l'un à l'autre	each other
le violon	the violin
le/la même	the same
leur[s]	their
meilleur[e]	best
mince	thin
ne peut pas	cannot
patiner sur glace	to ice skate
s'approche de	gets close to
s'éloigne	gets aways from
se repose	relaxes
trop de too	much / too many
viens de	has just
vivre [vit]	to live [lives]
y	there

Themes : Dating, Responsibility, Crime
Look I Can Talk - Le garçon qui est en retard

a acheté	[he/she] bought/has bought/did buy
a attrapé	[he/she] caught/has caught/did catch
a décidé de	[he/she] decided to/ has decided to/did decide to
a dit	[he/she] said/has said/did say
a dit	[he/she] said
a essayé de	[he/she] tried to
a laissé tomber	[he/she] dropped
a poursuivi	[he/she] pursued/has pursued/did pursue
a pris	[he/she] took/has taken/did take
a raconté	[he/she] told a story/has told a story/did tell a story
a regardé	[he/she] looked[watched] /has looked[watched]/ did look[watch]
a tué	[he/she] killed
a vu	[he/she] saw/has seen/did see
attendait	[he/she] was waiting for/used to wait for
au-dessus de	above
avait sommeil	[he/she] was tired
beaucoup de monde	a lot of people
Ça pue !	that stinks!
cette salle	this/that room
cherchait	was looking for [used to look for]
dévalise	robs
en retard	late
est allé[e]	[he/she] went/has gone/did go
est rentré[e]	[he/she] returned/has returned/did return
étaient en train de	[they] were in the middle of [doing something]
faisaient	[he/she] was doing/making
faisait du ski nautique	was waterskiing [used to water ski]
honnête	honest
Il était huit heures du matin	it was 8:00 AM [in the morning]
Il me faut sortir.	I have to go
J'ai de la chance.	I am lucky
je crois	I believe
je dois aller	I must go
minuit	midnight
ne...plus jamais	never any more
plusieurs	several
pouvait	[he/she] was able to
reste	[he/she] remains; stays
s'approche de	[he/she] gets close to [approaches]
s'ennuyait	[he/she] was getting bored
s'est échappé[e]	[he/she] escaped/ has escaped/did escape
sa petite amie	his girlfriend
savaient	[he/she] knew, used to know
se sont échappé[e]s	[they] escaped
un fusil	a gun
un lac	a lake
un pistolet	a handgun
une montre	a watch
vivant[e]	living

Look I Can Talk - Sylvie and Stéfane [dating, relationships, love, marriage, professions]

bientôt	soon
demande en mariage	asks to marry
doit	must
ensemble	together
évidemment	evidently
faire des achats	goes shopping
faire les magasins	to go shopping
il donnera	he will give
il faut	It is necessary
je changerai	I will change
je t'aime	I love you
le bébé	the baby
le mois	the month
nager	to swim
oublie	forgets
passer du temps	to spend time
prochain[e]	next
s'ennuie	gets bored
s'occuper de	is busy with
sauf	except
se marier	to get married
se rend compte	realizes
sept jours par semaine	seven days a week
tard	late
tombe amoureux[-se] de	falls in love with
travaille	works
un horaire	a schedule
un travail	a job
un[e] infirmier[ière]	a nurse
vivre	to live

Presque mort

Vocabulaire culturel

la Bretagne	Brittany
breton[ne]	native of Brittany
les Celtes	Celts
le cidre	the cider
la coiffe	the bonnet
construit[e] en bois	built in wood
construit[e] en pierre	built in stone
la cornemuse	the bagpipe
la côte rocheuse	the rocky coast
le défilé militaire	the military parade
le dolmen	the monolithic stone table
le[s] drapeau[x]	the flag[s]
la fanfare	the marching band
le[s] feu[x] d'artifice	the fireworks
la galette	the whole-wheat pancake
la guillotine	the guillotine
Honfleur	Honfleur [port city]
le menhir	the monolith
la mer sauvage	the wild sea
le Mont Saint Michel	Mont-Saint-Michel
La Normandie	Normandy
occidental[e]	western
oriental[e]	eastern
le pêcheur	the fisherman
la péninsule	the peninsula
la plage	the beach
la province	the province
Rennes, la capitale de la Bretagne	Rennes, the capital of Brittany
une rue étroite	the narrow street
le sable	the sand
Saint Malo	Saint Malo [port city]
tempéré[e]	moderate

autre vocabulaire important

a gâché la fête	ruined the party
adieu	farewell
atterrit	landed
aussi amusant que	so amusing that ...
a sauvé la vie	saved his/her life
le bal	the dance
bavarde	chat
bête	stupid
c'était	it was
connais / connaît	I/you know / he/she knows
est en vie	is alive
la fête	the party
gros bisous	big kisses
l'héroïne	the heroine
idiot	idiot
imbécile	imbecile
l'interrompt	interrupts him/her
malheureusement	unfortunately
meilleur[e]	best
moins intelligent que	less intelligent than
un morceau de	a piece of
il ne meurt pas	il doesn't die
mourir	to die
il est mort	he is dead / he died
nettoie sa chemise	cleans his shirt
un nouvel élève	a new [male] student
une nouvelle élève	a new [female] student
presque mort	almost dead
rencontre	meets
renverser	to spill
respire	breathes
la salle de fêtes	the party hall
sauf	except
s'envole	takes off
s'étrangle	chokes
sauve la vie	saves his/her life
tant de	so much/many
tout le monde	everyone
plus beau que	more handsome than
en vie	alive
vivre	to live

PHRASES ESSENTIELLES

Il y a quelque chose qui ne va pas.

Something is not right.

Tu ne vas pas croire ce que je vais t'écrire !

You're not going to believe what I'm going to write you !

Tout ce que j'ai fait.

All that I have done.

Ça ne me plaît pas !

I don't like that !

Le voyage de sa vie

au secours !

help !

aussi jeune que lui

as young as he

l'autre côté du lac

the other side of the lake

la barrière

the dam

le bateau mouche

the fly boat

bien habillé[e]

well-dressed

les bras maigres

thin arms

elle cache le collier

she hides the necklace

car

because / since

cela me donne le mal de l'air

that makes me air sick

les cheveux châtais

chestnut-colored hair

je vous connais

I know you

il continue à chercher

he continues to search

contre sa peau

against his/her skin

le contrôleur

the conductor

d'accord

OK

le début

the beginning

depuis plusieurs années

for several years

des ennuis

problems

je te dirai

I will tell you

elle disparaîtra

she will disappear

le douanier

the customs agent

en queue de cheval

in a pony tail

est déçu[e]

is disappointed

est épuisé[e]

is exhausted

est occupé[e]

is busy

est préoccupé[e]

is worried

est sûr[e]

is sure

la police est venu[e]

the police came

faire la tête

to make a face ; to sulk

fait la queue

stands in line

fait un voyage

goes on a trip

il faut laisser un pourboire

one must leave a tip

la force de l'eau le tuerait

the force of the water would kill him/her

il devrait

he should

il n'a pas résolu le problème

he did not solve the problem

l'immeuble

the building

j'ai remarqué

I noticed

un joli paysage

a pretty landscape

de jolies peintures

pretty paintings

le jet d'eau

the water spout

la journée

the whole day

lâchez le couteau !

drop the knife !

le lendemain

the next day

luxueux[-se]

luxurious

Le Français 2 French 2

Le Vocabulaire Vocabulary

PROGRAM IMPLEMENTATION

ne me dérange pas	don't bother me
ne peut pas les aider	cannot help them
ne sait pas quoi faire	does not know what to do
ne sois pas de mauvaise humeur	don't be in a bad mood
la pendule	the clock
pire	worse
un policier suisse	a Swiss policeman
le premier étage	the first floor
puisque	since
quelque chose qui brille	something that shines
raconter l'histoire	the tell the story
le rez-de-chaussée	the ground floor
elle se cache	she hides
il se sent malade	he feels sick
il se sent triste	he feels sad
son époux [épouse]	her husband [his wife]
ils souhaitent revenir	they hope to return
le sous-sol	the basement
sur la jetée	on the jetty
sur le quai	on the wharf
tant de valeur	so much bravery
le témoin	the witness
le TGV	the bullet train
tout est si beau	everything is so beautiful
elle traîne les pieds	she drags her feet
tu as raison	you are right
un peu chauve	a bit bald
un peu rond[e]	a bit heavy [fat]
une valise lourde	a heavy suitcase
la voleuse	the female thief

ENGLISH	PINYIN	SIMPLIFIED CHARACTERS
GREETINGS AND FAREWELLS		
Hello	Ni hao	你好
Good morning	Zao shang hao	早上好
Good afternoon	Xia wu hao	下午好
Good night	Wan shang hao	上好
Good-bye	Zai jian	再见
See you tomorrow	Ming tian jian	明天见
SELF, FAMILY, AND FRIENDS		
self, family and friends	Zi ji, jia ting he peng you	自己, 家庭和朋友
What is your name?	Ni jiao shen me ming zi?	你叫什么名字?
Who is this?	Zhe shi shei?	这是…?
My name is Paul.	Wo jiao...	我叫。。
I am	Wo shi	我是
I have	Wo you	我有
I love	Wo ai	我爱
my father	Wo de ba ba	我的爸爸
my mother	Wo de ma ma	我的妈妈
my older brother	Wo de ge ge	我的哥哥
my younger brother	Wo de di di	我的弟弟
my older sister	Wo de jie jie	我的姐姐
my younger sister	Wo de mei mei	我的妹妹
my grandfather	Wo de ye ye	我的爷爷
my grandmother	Wo de nai nai	我的奶奶
my dog	Wo de gou	我的狗
my cat	Wo de mao	我的猫
myself	Wo zi ji	我自己
my family	Wo de jia	我的家
teacher	Lao shi	老师
student	Xue sheng	学生
How old are you?	Ni duo da le?	你多大了?
I [am] 14,15,16,17	Wo shi si sui (shi wu sui , shi liu sui, shi qi sui.)	我十四岁 (十五, 十六, 十七。。)
What do you look like?	Ni zhang de shi shen me yang zi?	你长得是什么样子?
I am tall	Wo gao	我高
short	ai	矮
fat	pang	胖
thin	shou	瘦

good	hao	好
bad	huai	坏
Where do you live?	Ni zhu na er?	你住哪儿?
I live in Madison.	Wo zhu...	我住。。。
Where do your grandparents live?	Ni de ye ye nai nai zhu zai na er?	你的爷爷奶奶住在哪儿?
[They] live in NYC.	Ta men zhu zai niu yue.	他们住在纽约。
PREFERENCES, ACTIVITIES, AND SPORTS		
What do you like?	Ni xi huan shen me?	你喜欢什么?
preferences, activities, and sports	Xi hao, huo dong he yun dong	喜好, 活动和运动
I like	Wo xi huan	我喜欢
I like to play	Wo xi huan wan	我喜欢玩
I don't like	Wo bu xi huan	我不喜欢
badminton	Yu mao qiu	羽毛球
baseball	Bang qiu	棒球
basketball	Lan qiu	篮球
diving	Tiao shui	跳水
gymnastics	Jian shen yun dong	健身运动
martial arts	Wu shu	武术
music	Yin yue	音乐
painting	Hua hua	画画
ping pong	Ping pang	乒乓
reading	Yue du	阅读
soccer	Zu qiu	足球
swimming	You yong	游泳
tai chi	Tai ji quan	太极拳
tennis	Wang qiu	网球
the guitar	Ji ta	吉它
to play the piano	Tan gang qin	弹钢琴
to play the violin	La xiao ti qin	拉小提琴
video games	Dian zi you xi	电子游戏
volleyball	Pai qiu	排球
watching TV/movies	Kan dian shi/ kan dian ying	看电视/看电影
ANIMALS		
What is this?	Zhe shi shen me?	这是什么?
Do you have a dog?	Ni you gou ma ?	你有狗吗?
bird	Niao	鸟
cat	Mao	猫
dog	Gou	狗

fish	Yu	鱼
panda	Xiong mao	熊猫
pig	Zhu	猪
rooster	Gong Ji	公鸡
snake	She	蛇
swallow	Yan zi	燕子
bear	Xiong	熊
COLORS		
What color is ...?	...shi shen me yan se?	。。。是什么颜色？
black	Hei se	黑色
blue	Lan se	蓝色
brown	Zong se	棕色
green	Lu se	绿色
grey	Hui se	灰色
orange	Ju huang se	橘黄色
red	Hong se	红色
violet	Zi luo lan se	紫罗兰色
white	Bai se	白色
yellow	Huang se	黄色
blonde	Jin huang se	金黄色
THE BODY		
What is this?	Zhe shi shen me?	这是什么？
arms	Shou bi	手臂
back	bei	背
body	Shen ti	身体
ears	Er duo	耳朵
eyes	Yan jing	眼睛
face	lian	脸
feet	jiao	脚
hair	Tou fa	头发
hands	Shou	手
head	tou	头
knees	Xi gai	膝盖
legs	tui	腿
mouth	kou	口
nose	Bi zi	鼻子
stomach	wei	胃
HEALTH AND FEELINGS		
What's wrong?	Ni zen me le?	你怎么了？
I have a headache.	Wo tou tong.	我头痛。

I have a stomachache.	Wo wei tong.	我胃痛。
How are you feeling?	Ni gan jue zen me yang?	你感觉怎么样?
I am sick.	Wo bing le.	我病了。
I am fine.	Wo hen hao.	我很好。
I'm OK.	Wo hai xing.	我还行。
I'm not good.	Bu hao.	不好。
I am happy.	Wo gao xing.	我高兴。
I am sad.	Wo shang xin.	我伤心。
I am angry.	Wo sheng qi.	我生气。
I am busy.	Wo mang.	我忙。
I am tired.	Wo lei.	我累。
I am cold.	Wo leng.	我冷。
I am hot.	Wo re.	我热。
I am hungry.	Wo e.	我饿。

FOODS AND MEALS

What do you eat?	Ni chi shen me ?	你吃什么?
food and meals	Fan cai	饭菜
I eat	Wo chi	我吃
I like	Wo xi huan	我喜欢
bread	Mian bao	面包
chicken	Ji	鸡
fried rice	Chao fan	炒饭
hamburger	Han bao	汉堡
ice cream	Bing qi lin	冰淇淋
lemon chicken	Ni meng ji	柠檬鸡
noodles	Mian tiao	面条
pizza	Bi sa	比萨
pork	Zhu rou	猪肉
rice	Mi fan	米饭
spring rolls	Chun juan	春卷
vegetables	Shu cai	蔬菜
meal	Can	餐
American food	Mei guo fan	美国饭
Chinese food	Zhong guo fan	中国饭
Italian food	Yi da li fan	意大利饭
Mexican food	Muo xi ge fan	墨西哥饭
kitchen	Chu fang	厨房
restaurant	Can ting	餐厅
with chop sticks	Yong kuai zi	用筷子
with a fork	Yong cha zi	用叉子

fast [quickly]	Kuai	快
slowly	Man	慢
I am really hungry	Wo zhen de e le	我真的饿了
SCHOOL		
school	Xue xiao	学校
teacher	Lao shi	老师
student	Xue sheng	学生
book	Shu	书
paper	Zhi	纸
pen	Gang bi	钢笔
pencil	Qian bi	铅笔
brush	Mao bi	毛笔
ink	Mo zhi	墨汁
table	Zhuo zi	桌子
chair	Yi zi	椅子
board	Bei ban	黑板
screen	Ping mu	屏幕
computer	Dian nao	电脑
keyboard	Jian pan	键盘
film	Dian ying	电影
What are you doing? [TPR actions]	Ni zai zuo shen me?	你在做什么？
slowly	Man	慢
quickly	Kuai	快
to the left	Xiang zuo	向左
to the right	Xiang you	向右
Clap	Gu zhang	鼓掌
Close	Guan	关
Close the window	Guan chuang	关窗
Cry	Ku/jiao han	哭/叫喊
Dance	Tiao wu	跳舞
Draw	Hua	画
Draw with a pencil	Yong qian bi hua	用铅笔画
Enter	Jin	进
Enter through the door	Cong men jin lai	从门进来
Go	qu	去
Hold	Na zhu	拿住
Hold the chopsticks	Na zhu kuai zi	拿住筷子
Laugh	Da xiao	大笑
Leave	Li kai	离开

Leave the class	Li kai jiao shi	离开教室
left hand / right hand	Zuo shou/you shou	左手/右手
Listen	Ting	听
Listen to the teacher	Ting jiang	听讲
Look [See]	Kan (kan jian)	看(看见)
Look at the board	Kan hei ban	看黑板
Lower your hand	Fang xia ni de shou	放下你的手
Open	Kai	开
Open the door	Kai men	开门
Paint	Hua	画
Paint with a brush	Yong mao bi hua	用毛笔画
Put	Fang	放
Raise your hand	Ju shou	举手
Read	Du	读
Read the sentence	Du ju zi	读句子
Repeat	Chong fu	重复
Repeat after me	Geng wo shuo	跟我说
Run	Pao	跑
Say	shuo	说
Say the answer	Shuo da an	说答案
Sing	Chang ge	唱歌
Sit down	Zuo xia	坐下
Speak	Shuo	说
Speak Chinese	Shuo han yu	说汉语
Don't Speak English	bu yao shu ying yu.	不要说英语。
Stand up	Zhan qi lai	站起来
Stop	Ting	停
Study	Xue xi	学习
Study the new words	Xue xi sheng zi	学习生字
Take	Na	拿
Take the paper	Na zhi	拿纸
Touch	Mo	摸
Touch the table	Mo yi xia zhuo zi	摸一下桌子
Walk	Zou	走
Watch	Kan	看
Watch the film	Kan dian ying	看电影
Write	Xie	写
Write with a pen	Yong bi xie	用笔写

Works Consulted

American Council on the Teaching of Foreign Languages.

ACTFL Performance Guidelines for K-12 Learners. New York: ACTFL, 2002.

Hansen, Mary Ann, Consultant in World Languages.

A Guide to K-12 Program Development in World Languages. Hartford: Connecticut State Board of Education, 1999.

Lafayette, Robert C., Editor. National Standards A Catalyst for Reform.

Lincolnwood, Illinois: National Textbook Company, 1996.

National Standards in Foreign Language Education Project. Standards for Foreign Language Learning in the 21st Century. Lawrence, KS: Allen Press, Inc., 2006.

Sandrock, Paul, World Languages Education Consultant. Planning Curriculum for Learning World Languages. Madison, Wisconsin: Wisconsin Department of Public Instruction, 2006.

Unit Topics Linked To 21st Century Skills Framework

Course: Spanish Grades 3 & 4

**Unit: Talking about your family and making comparisons
with other families in and outside Connecticut.**
Topic: Families

Big Idea for this topic: To know yourself or understand who you are you have to know your family and understand not all families are the same.

Essential Questions for this topic: Who is in my family? Who lives in my house?

Learning Goals: Students will: Recognize and understand familiar vocabulary about family and pets.

Share information about their family, asking for names of family members and asking how many people live at home.

Experience an authentic chant.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>What is your mother's/father's name? How many brothers and sisters do you have? Who is in the family of Hispanic people living in Connecticut? Which animals live at home in Connecticut? Which animals live at home in Hispanic families? Do grandparents live in my house? How do I share information about my family? How can I share what I learned about Hispanic families with others at home?</p>	<p>Family member names [mother, father, sister, brother, grandmother, grandfather, pets] Review of <i>¿Cómo te llamas? / ¿Cómo se llama?</i> [What is your name?/What is his/her name?] Review and expansion of <i>Cuántos</i> [how many] Song about family</p>	<p>1.2 Observe, listen, react, repeat material presented by teacher 1.2 View pictures or teacher gestures and react via actions or words 1.2 Respond to teacher questions [with and without use of visual cues] 1.1 Exchange information about family with teacher and with a partner 1.2 / 4.2 Listen and react to a story about a Spanish-speaking girl who lives in New Haven 1.3/2.1 Chant, sing, and dance to a Bolivian rhyme about family 1.3 Illustrate the rhyme 1.3/5.1 Present a family scrapbook 1.3 Act out a skit</p>	<p>Diego's Family: http://nickjr.co.uk/shows/diego/index.aspx http://nickjr.co.uk/shows/diego/sloth.aspx Students memorize and illustrate a rhyme from <i>Cuentos con sal y pimienta</i> The <i>Hola Niños</i> program Bolivian song <i>Con mi familia quiero cantar..</i> Teacher-generated materials and vocabulary</p>

Link to 21st Century Skills Framework

21st Century Content:

This topic promotes **global awareness** by learning that families that speak Spanish live in Connecticut.

Learning and Thinking Skills:

Students will develop their communication skills by asking and answering questions in Spanish about their families.

ICT Literacy:

Students may be able to use technology by participating in a **collaborative internet** research to find information about Mexico.

Life Skills:

Students will collaborate in groups of 5 to act out the story about Carmen.

Students will also work **collaboratively** with their parents to complete the final task *Mi familia* (a scrapbook with pictures and labels in Spanish).

21st Century Assessments:

The teacher will assess the scrapbook and the dramatization of the story according to **a pre-determined rubric**.

Course: Spanish Grades 3 & 4

Unit: Talking about your family and making comparisons with other families in and outside Connecticut
Topic: Families

Big Idea for this Unit:

To know yourself or understand who you are you have to know your family and understand not all families are the same.

Essential Questions for this topic:

Who is in my family?, Who lives in my house?

Learning Goals:

Students will:

Recognize and understand familiar vocabulary about family and pets.

Share information about their family, asking for names of family members and asking how many people live at home.

Experience an authentic chant

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>What is your mother's/father's name? How many brothers and sisters do you have? Who is in the family of Hispanic people living in Connecticut? Which animals live at home in Connecticut? Which animals live at home in Hispanic families? Do grandparents live in my house? How do I share information about my family? How can I share what I learned about Hispanic families with others at home?</p>	<p>Family member names [mother, father, sister, brother, grandmother, grandfather, pets] Review of <i>¿Cómo te llamas? / ¿Cómo se llama?</i> [What is your name?/What is his/her name?] Review and expansion of <i>Cuántos</i> [how many] Song about family</p>	<p>[1.2] Observe, listen, react, repeat material presented by teacher [1.2] View pictures or teacher gestures and react via actions or words [1.2] Respond to teacher questions [with and without use of visual cues] [1.1] Exchange information about family with teacher and with a partner [1.2/4.2] Listen and react to a story about a Spanish-speaking girl who lives in New Haven [1.3/2.1] Chant, sing, and dance to a Bolivian rhyme about family [1.3] Illustrate the rhyme [1.3/5.1] Present a family scrapbook [1.3] Act out a skit</p>	

Link to 21st Century Skills Framework

21st Century Content: this topic promotes **global awareness** by learning that families that speak Spanish live in Connecticut.

Learning and Thinking Skills:

Students will develop their communication skills by asking and answering questions in Spanish about their families.

ICT Literacy

Students may be able to use technology by participating in a **collaborative internet** research to find information about Mexico.

Life Skills:

- Students will collaborate in groups of 5 to act out the story about Carmen.
- Students will also work **collaboratively** with their parents to complete the final task *Mi familia* (a scrapbook with pictures and labels in Spanish).

21st Century Assessment:

The teacher will assess the scrapbook and the dramatization of the story according to **a pre-determined rubric**.

SUGGESTED LESSON PLANS FOR THIS TOPIC**SESSION 1- Diego's Family (<http://nickjr.co.uk/shows/diego/index.aspx>)**

Partir de una familia que ellos conocen : La familia de Diego¹, presentar el vocabulario y después pasar a su propia familia y por ultimo el modelo de familias hispanas en Connecticut.

Greetings and daily routines (weather and date)

Warm up: the teacher says "levantate" to the students and starts playing the tambourine to teach the instructions: "anda" (play) "para" (stop playing) "siéntate en el suelo" (shake the tambourine). Practice for 2 minutes.

Activity 1

(vocabulary: papa, mama, hermano, hermana, mascota)

The teacher presents a family that the students know well, the family of Diego, in order to link the new information with the previous information(see annex).

Example:

Este es Diego (point to the picture)

Esta es la familia de Diego

Este es el papá de Diego

Esta es la mamá de Diego

Esta es la hermana de Diego

Esta es la mascota de Diego

Understanding questions: (1.2) *¿Dónde está el papá de Diego?* Student points to the picuture and says "aquí".

The teachers says : "Muy bien. Sí es el papá de Diego" or "No, es la mamá".

Activity 2

(structure: *¿Cómo te llamas ? / ¿Cómo se llama? / Me llamo.../se llama...*)

Review "cómo se llama" with the students by telling your name and asking their names.

The teacher asks questions to the students about Diego's family names.

Understanding questions and Exchanging information (1.1) : *¿Cómo se llama la mamá de Diego? Se llama.....*

Activity 3

Using the tambourine ask the students to stand up and start playing, when you stop demonstrate the activity with a student. Students have to ask the names of Diego's relatives.

Example:

Student 1 *¿Cómo se llama la mamá de Diego?*

Student 2 *Se llama.....*

Student 2 *¿Cómo se llama el papá de Diego?*

Student 1 *Se llama....*

Play the tambourine so students can switch partners. Remind them not to ask for the same relative all the time.

Each time that you stop playing hand a picture of a microphone to a pair of students. They have to perform in front of the rest of the class.

¹ Diego Márquez is an 8-year-old rough-and-tumble action-adventure hero on the go! An Animal Rescuer with an intense love of animals, Diego invites preschoolers to help him race to the rescue with a host of amazing gadgets and vehicles, including his transforming Rescue Pack, his Field Journal, his Video Watch, and more! Diego also relies on his 11-year-old computer whiz sister, Alicia, as well as Baby Jaguar, Sammy the Sloth, Linda the Llama and other animal friends. But most of all, Diego needs to jump, swing, and sing in English and Spanish to overcome perilous obstacles and problems on his high-stakes animal adventures. Along the way, preschoolers have to watch out for The Bobo Brothers, a pair of mischievous spider monkeys, as well as help identify Latin American animals, locate their habitats, and use scientific thinking to investigate the world. "Go Diego, Go!" aims to foster a love and respect for animals and the environment.

Activity 4

(1.2) Worksheet . Questions about Diego's family.(matching and filling in) (see annex)

Homework: Ask the students to bring pictures of people in their families.

SESSION 2 - My family

Greetings and daily routines (weather and date)

Warm up:

Review the codes of the tambourin (anda, para, sientate)

Review the family vocabulary using a game.

Activity 1

The teacher asks questions to the students about their own families.

Understanding questions and Exchanging information (1.1) : *¿Cómo se llama tu mamá? Se llama.....? ¿Cómo se llama tu papá? / Se llama... ? ¿Cómo se llama tu hermana? / ...no tengo. etc.*

Activity 2

Using the tambourine ask the students to stand up and start playing, when you stop demonstrate the activity with a student. Students have to ask their mom and dad names.

Example:

Student 1 *¿Cómo se llama tu papá?*

Student 2 *Se llama....*

Student 2 *¿Cómo se llama tu papá?*

Student 1 *Se llama....*

Play the tambourine so students can switch partners. Remind them not to ask for the same relative all the time.

Each time that you stop playing hand a picture of a microphone to a pair of students. They have to perform in front of the rest of the class.

Activity 3- *¿Cuántos hermanos tienes?*

Review: *¿Cuántos ojos tienes? ¿Cuántos brazos tienes? ¿Cuántos dedos tienes?* Etc.

Introduce: *¿Cuántos hermanos tienes?*

Activity 4

Family tree in Spanish [worksheet]

SESSION 3 Story about Maya

Greetings and daily routines (weather and date)

Warm up: Review all the vocabulary that they have learned so far in the unit.

Activity 1

The teacher reads the story about Maya:

Un minicuento que habla sobre Maya, una nina mexicana que vive en New Haven. Su familia habla espanol y viene de Mexico. Su abuelita vive con ellos. La abuelita cuida de los nietos, prepara la comida, y cuida a Maya cuando sale del colegio . (see annex)

Activity 2

Understanding and answering questions about the story. The teacher asks questions about the story using TPRS method both oral and written language.

Activity 3

Students act out the story in groups of 5 people.

SESSION 4:

Technology (needs research)

<http://nickjr.co.uk/shows/diego/sloth.aspx>

SESSION 5 : singing and dancing in Spanish**Activity 1**

Students memorize and illustrate a rhyme from Cuentos con sal y pimienta.

Mi hermana mayor
Me ha sentado en mi silla
Me da los cereales con una cucharilla.
¡Se me ha escurrido el huevo: tambien se hara papilla!

Activity 2

Bolivian song

Con mi familia quiero cantar..

Activity 3

Students dance with the music of the Bolivian song following the commands in Spanish.

FINAL TASK

Final Project: Students will work collaboratively with their parents to complete the final task, *Mi familia* (a scrapbook with pictures and labels in Spanish). One of the pages of the scrapbook is the family tree.

Big Idea for this topic: *My house*

Essential Questions for this topic: Where do you live? What is your house like? What does your house look like if you live in Puerto Rico?

Learning Goals: Students will describe homes in Madison and in Puerto Rico. They will discuss differences and similarities in homes in the two countries. They will also discuss frequent activities at home.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>What do you know about a Hispanic household? Do you have a cat? What kind? Spoiled? Friendly? Independent? Do you have a maid? How often? Jobs? Pay? Do you pick up and clean your own bedroom? Do you have an alarm clock? What kind? How do you wake up in time on school days? What time do you wake up on school days/ the weekend? What is pinned up on your refrigerator with magnets? What music do you listen to at home? What do you know about the Spanish calendar? Can you name the days of the week in Spanish?</p>	<p>Days of the week in Spanish Jobs of maids in Hispanic countries Vocabulary pertaining to the home</p>	<p>[1.3] Say and write the days of the week in order in Spanish [1.2] Draw a picture demonstrating knowledge and understanding of the expressive phrases and mini stories [1.2] Act or react to the mini-stories [1.3] Describe your home, your bedroom, your immediate family [1.2] Answer T-F questions or fill in the blank sentences using assigned vocabulary [1.1] Exchange information with teacher or with other students using assigned vocabulary [1.3] Write a description of pictures pertaining to the "episodios" in sentences [2.1][4.2] Discuss the role of the criada, comparing this role in Puerto Rico and in Connecticut [4.2] Compare homes in Puerto Rico and in Connecticut [3.1] Give time framework in days for specific activities at home</p>	<p><i>Cuéntame</i> episodes about home; Teacher-generated and TPR lists about the house and activities at home Video on Puerto Rico Calendar Clock Teacher-generated worksheets and information on homes in Puerto Rico</p>

Link to 21st Century Skills Framework

21st Century Content: This topic promotes **global awareness** by comparing and contrasting homes here and in Puerto Rico.

Learning and Thinking Skills:

Students will collaborate in teams of two in order to **retrieve information** and to **present or exchange** information during the final assessment.

ICT Literacy:

Students will work in pairs on the internet to discover applicable information about homes in Puerto Rico, e.g.: pictures of homes and neighborhoods, real estate ads, etc.

Life Skills:

Students will work **collaboratively** to obtain information on the internet; they will display **personal responsibility** by using rubrics to meet expectations, they will display **personal responsibility** by sharing information learned in the classroom beyond the classroom.

21st Century Assessments:

Students will draw a picture of a Puerto Rican home and describe it to a partner and in writing to the teacher. In both activities, they will discuss similarities and differences between their home and a home in Puerto Rico, and will cover areas outlined in the rubric provided.

Course: Spanish Grade 5**Unit: All Children Learn
Topic: School**

Big Idea for this topic: *The life of a fifth grader in Puerto Rico.*

Essential Questions for this topic: Where is my school? What is my school like? What do I do at school?

Learning Goals: Students will:

- (1.1) Exchange information about school-related activities and objects;
- (1.2) Comprehend stories about school;
- (4.2; 2.1) Identify similarities and differences

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
Guiding Questions for this Topic: What does my classroom look like? Where is my school? What is my favorite class? What is Puerto Rico's connection to Spain and to the United States?	People in school; Classroom objects; Activities in the classroom; Favorite subjects and schedule; School in Puerto Rico; Uniform vs. regular clothing.	<ul style="list-style-type: none"> [1.1] Discuss and create a schedule; [1.2] Draw a picture demonstrating knowledge and understanding of expressive phrases and mini stories; [1.3] Describe your classroom; [1.2] Act and/or re-act to the mini stories; [1.1] Explore a variety of questions needed to survive in the classroom; [1.3; 2.2; 3.1] Recite poems and/or chants that are learned in Puerto Rico; [4.2] Compare a typical school day in Puerto Rico with United States; [4.2] Compare class schedules; [4.2] Compare time zones 	<i>Cuéntame</i> episodes about school; Teacher-generated and TPR vocabulary lists on school, schedules, and classroom objects and activities; Teacher-generated worksheets and information on Puerto Rican schools and on time; Poem chosen by teacher

Link to 21st Century Skills Framework

21st Century Content: This topic promotes **global awareness** by exposing students to education in Puerto Rico.

Learning and Thinking Skills:

Students will use critical thinking skills and problem solving skills to **sort by category**.

ICT Literacy:

Students will **use the Internet** in pairs to discover applicable information about Puerto Rico for this unit (5.1).

Examples:

- Map of Puerto Rico (2.2)
- Flag of Puerto Rico(2.2)
- A variety of schools in Puerto Rico(2.2)

Life Skills:

- Students will **collaborate** to find information on the Internet;
- Students will display **personal responsibility** by utilizing rubrics to meet expectations.

21st Century Assessments:

Students will:

- **2.2** Draw a picture of a Puerto Rican School
- **1.1** Exchange information about the picture with a partner
- **1.3** Describe the picture to the teacher
- **4.1** Discuss similarities between a Puerto Rican School and Brown School

Course: Spanish Grade 6**Unit: All children have free time**
Topic: Leisure Activities**Big Idea for this topic: How a sixth grader spends free time in Oaxaca, Mexico**

Essential Questions for this topic: What do I do in my free time? What is life like living in Oaxaca, Mexico? Where is Oaxaca located and why is it famous? How is life similar to and different from where I live? How can I share what I have learned about Oaxaca and how can I learn more about other places in Mexico?

Learning Goals: Students will exchange information about leisure time activities. Students will compare and contrast leisure activities in Oaxaca Mexico with those in Madison, CT.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<ul style="list-style-type: none"> -What does my leisure time look like? -What does the leisure time of a student in Oaxaca, Mexico look like? -What is my favorite hobby? -What do I like to do with my friends? -What do I like to do by myself? -What are common hobbies of students in Oaxaca, Mexico? -How much leisure time do I have? -How much leisure time does a student in Oaxaca have? -Where do I spend my leisure time? -Where does a student in Oaxaca, Mexico spend his/her leisure time? 	<ul style="list-style-type: none"> -Leisure time activities -Places leisure time is spent -Time -Extra-curricular activities -Days of the week -Schedules 	<ul style="list-style-type: none"> [1.3] Say and write the days of the week in order in Spanish [1.1] Create and discuss a daily schedule [1.2] Draw a picture demonstrating knowledge and understanding of the expressive phrases and mini stories. [4.2] Compare leisure activities of students in Madison, CT with those of student in Oaxaca, Mexico. [1.1] Exchange information with teacher or with other student using assigned vocabulary 	<ul style="list-style-type: none"> -Cuéntame episodes about leisure activities -Calendar -Clock -Teacher generated materials -TPR list -(Video on Oaxaca) -(Pen Pals)

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]: This topic promotes global awareness by exposing students to leisure time activities in Oaxaca, Mexico.

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]: Students will collaborate in teams of two in order to exchange information about activities that they find and do not find enjoyable.

ICT Literacy [technology]: Students will work in pairs on the internet to discover applicable information about leisure time activities in Oaxaca, Mexico, e.g.: sports, games, etc.

Life Skills [leadership, responsibility, ethics, etc]: Students will work collaboratively to obtain information on the internet; they will display personal responsibility by using rubrics to meet expectations, and will also display responsibility by sharing information learned in the classroom beyond the classroom.

ASSESSMENTS:

21st Century Assessments that measure the skills listed above: Students will illustrate and describe various leisure activities in Oaxaca, Mexico. With a partner, students will describe the differences between leisure activities in Madison, CT and Oaxaca, Mexico.

Assessments that measure Communication and the 5 C's:

How well is the student understood?

How well does the student understand?

How accurate is the student's language?

How extensive and applicable is the student's vocabulary?

How does the student maintain communication?

How is the student's cultural understanding reflected in communication?

Course: Spanish Grade 6**Unit: We all Travel**
Topic: Travel**Big Idea for this topic: What do you do when you travel?**

Essential Questions for this topic: How do I travel? What do I need when I travel? With whom do I travel? Why do I travel? To where, how, and why do people living in Oaxaca, Mexico travel?

Learning Goals: Students will discuss similarities and differences between travel by citizens of the United States and citizens in Mexico, with an emphasis on CT and Oaxaca.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<ul style="list-style-type: none"> -What means of travel are used in CT and in Oaxaca and how are they similar and different? -What is my favorite place to travel? -Do I like to travel? Do I have travel preferences? -What do I know about local and international travel in Oaxaca Mexico? -Can I obtain information about buying a ticket, and travel arrangements? -Can I give and receive directions? -What do I bring when I travel? 	<ul style="list-style-type: none"> -Time -Modes of transportation -Personal items and packing -Directions -Travel documents -Obtaining general information -Time Zones 	<ul style="list-style-type: none"> [4.2] Compare and contrast different means of travel in the United States and in Mexico [1.1] Discuss and create a travel schedule [1.1] Exchange information with teacher or other students using assigned vocabulary. [1.1] Explore a variety of questions needed to survive in a travel situation [1.2] Act and/or react to the mini stories [1.2] Act out a travel situation 	<ul style="list-style-type: none"> -Cuéntame episodes about travel -Teacher generated materials -Vocabulary lists on travel -TPR lists -Authentic travel props -Clock -Calendar -Map of Time Zones -Maps of Madison and Oaxaca

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]: This topic promotes global awareness by exposing students to travel in Mexico.

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]:

Students will collaborate in teams of two in order to retrieve information and to present or exchange information during the final assessment.

ICT Literacy [technology]: Students will use the Internet in pairs to discover applicable information about travel. e.g. pictures of Oaxaca, Mexico and plane, train, and bus schedules.

Life Skills [leadership, responsibility, ethics, etc]: Students will work collaboratively to obtain information on the internet; they will display personal responsibility by using rubrics to meet expectations, and will display personal responsibility by sharing information learned in the classroom beyond the classroom.

ASSESSMENTS:

21st Century Assessments that measure the skills listed above: Students will write and illustrate an imaginary postcard in which they share information learned.

Assessments that measure Communication and the 5 C's:

How well is the student understood?

How well does the student understand?

How accurate is the student's language?

How extensive and applicable is the student's vocabulary?

How does the student maintain communication?

How is the student's cultural understanding reflected in communication?

Course: Grade 8 - Spanish 2**Unit: Repaso**
Topic: La familia y los quehaceres en casa**Big Idea for this topic:** Daily responsibilities at home**Essential Questions for this topic:** How do you help your family at home? What do individual family members have to do?**What do you do in each room of your house?****Learning Goals:** [Students will be able to ...] Describe your family and home life and communicate about necessary chores at home

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>Who do you live with and what is your family life like?</p> <p>What are the chores necessary in your house and when are they done, and by whom?</p> <p>When do you lie to your parents and why? Do you think it is okay under certain circumstances?</p>	<p>A review of previous knowledge including adjectives used with ser, regular verbs in the present tense, infinitive constructions, possessive adjectives and possession with <i>de</i>, gustar, interrogatives</p>	<p>Share known information about yourself and your home and family</p> <p>View an episode of the DVD <i>El relcario</i></p> <p>Compare family and home</p> <p>Read and react to a story</p> <p>Write an alternative ending/captions to a picture story</p> <p>Write about your home, family, and chores</p>	<p><u>Expresate 2</u> Vocabulary from chapter 1 and chapter 2, part 2 (descriptions of family, home and chores); DVD segments on the above themes; DVD <i>Videonovela, "El relicario"</i>;</p> <p>TPRS reading "El muchacho que llegó tarde"</p> <p>Practice sheets made by teachers</p>

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]:

This topic promotes global awareness by introducing students to family life in Spain and Costa Rica

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]:

Students will collaborate in teams of two in order to exchange information about their responsibilities at home.

ICT Literacy [technology]:**Life Skills [leadership, responsibility, ethics, etc]:**

Collaboration

ASSESSMENTS:

21st Century Assessments that measure the skills listed above:**Using specific rubrics****Assessments that measure Communication and the 5 C's:**

- 1.2 Listening and reacting to teacher descriptions read aloud to the class
- 1.2 Reading and responding to written passages and comprehension questions
- 1.3 Write a story to accompany pictures
- 1.3 Write a paragraph or dialogue detailing your daily chores at home
- 1.1 Write questions and interview a classmate about chores at home
- 2.1, 4.2 Compare and contrast the family and home described in the first episode of *El relicario*

Course: Spanish 2**Unit: Travel, Cities and Relating Information and Experiences****Topic: In the City: Salamanca, Spain**

Big Idea for this topic: *Experiences and interactions while traveling influence your perceptions of the world around you.*

Essential Questions for this topic: How do you ask for and give directions and information? Where did you go and what did you do?

Learning Goals: Students will become familiar with city design that is typical of Spain, specifically, about places of interest in Salamanca.

[2.2/3.2/4.2] They will also learn about shopping practices that are typical of Spanish-speaking countries, for example, while large supermarkets and malls exist, people are more likely to do their shopping at a variety of smaller specialty stores.

[1.1/1.2/3.2] Language use will focus on asking for and giving directions and information while using vocabulary relating to the city. This information, plus map-reading skills practiced in class, will help students give and understand formal directions and explain what can be done at each location in the Plaza Mayor.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>Where is Salamanca located in Spain? What history is evident in the sites in Salamanca? What sites and areas of interest did you visit during your virtual trip? How did you use the map of Salamanca to navigate through the city? How do you give directions? How did you ask for directions or information? Where do Spanish people often shop on a daily basis? Which shops did you visit and what did you buy? How did you ask for information while shopping? How did you pay for your purchases?</p>	<p>Vocabulary and structural information concerning asking for and giving directions and information; Vocabulary concerning shops in Spain, purchases, and making transactions; Maps showing the traditional layout of a Spanish city or town; An overview of Salamanca [or other historical city in Spain]; A review and expansion of formal commands; A review and expansion of prepositions of location; A review and expansion of the preterit tense.</p>	<p>[1.2] Listen, watch, read, react to, and respond to questions about teacher presentation of new information; [1.2] View power point and film about cities containing pertinent vocabulary and expressions for this topic; [1.2/3.2] Read and understand maps; Listen to directions and locate destinations on map; [1.1] Exchange information about locations on the map; [3.1] Make connections in language when communicating past events and when asking for and giving directions; [2.2/4.2] Compare and contrast shopping customs in Spain and in their own community; [5.1] Collaborate to retrieve information about Spanish cities and currency from printed and electronic sources; [1.2/1.3] Respond to questions on practice sheets and in textbook [1.3/3.2] Create an authentic shop and a short list of items sold and their prices in Euros [1.2] Read and understand passages concerning this topic [1.3] Present information about a cultural aspect studied during this unit</p>	<p>Teacher-generated vocabulary lists and visuals <u>Exprésate 2</u> unit 3 <i>Pueblos y ciudades</i> Power point on Salamanca Internet link to the Salamanca tourism site DVD on a Spanish city Maps of Salamanca and other Spanish cities Internet sites in the lab</p>

Link to 21st Century Skills Framework

21st Century Content: This topic promotes **global awareness** by placing students in an authentic Spanish city and the situations that may be encountered while visiting there; and, **financial literacy** when making transactions in Euros.

Learning and Thinking Skills: Students will **collaborate** in teams of 2 and 3 to create an authentic shop as well as the products sold and their cost. They will participate in an authentic "Plaza Mayor" where they will **ask for and give directions and information** and make transactions using the **Euro as currency**. Later in the unit students will have the option to use the **www** to research a Spanish city other than Salamanca in order to **transfer the skills** they have practiced to another situation.

ICT Literacy: Students will observe and react to a **power point** presentation by the teacher on Salamanca, the city and its history, and will view and react to an **authentic DVD** produced in Salamanca. They will participate in **collaborative internet research** to find maps, to research shops frequented by Spanish people, to learn the prices charged for specific goods, and to learn conversion of dollars to Euros. Students will have the opportunity to communicate and critique communicative skills during **Language Lab** practice. **Computers and word processing** will also be used to create signs for shops and lists of items and their prices.

Life Skills: Students will **work collaboratively** to create an authentic Spanish marketplace based upon the activities highlighted above.

21st Century Assessments:

Students imagine that they are exchange students in Spain. Given a shopping list by their host families, they will shop for grocery items in an authentic Spanish marketplace, **located in the Plaza Mayor of the city they have created**. "Exchange students" will **ask student "shopkeepers" for information about the food they sell and the prices they charge**. They will **make transactions using fake Euros**. They will ask for directions to the next shop on their list. Later during the assessment, students will change roles, the exchange students becoming shopkeepers and vice versa.

Targeted Foreign Language Standards:

- **1.1** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions;
- **3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.

Students have the option to research a Spanish city on the www. They will find three places of interest and identify them on a map of the city. In a brochure to be shared with the class, they will describe each location and tell others how to get there and what to do there.

Targeted Foreign Language Standards:

- **1.1** Students engage in conversation, 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
- **3.2** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures;
- **5.1** Students use the language both within and beyond the school setting.

Those students who do not choose the above option will be assessed on map-reading skills, giving and understanding directions based upon the map, and associating activities with places noted on the map. They will also be asked to give specific information about the city of Salamanca and some historical information presented during this unit.

Targeted Foreign Language Standards:

- **1.1** Students engage in conversation, 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;
- **1.4** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Students will write a letter to a friend planning on visiting Salamanca. They will tell what places they visited and what they did there during their virtual visit and authentic experience in the Plaza Mayor. They will also tell the friend which sites and areas of interest to visit and what to do.

Targeted Foreign Language Standards:

- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Course: Spanish 3**Big Idea for this topic:** Travel opens our minds to other people and their cultures**Essential Questions for this topic:** What is a bullfight?**Learning Goals:** Students will be able to:

- [1.1, 1.2, 1.3] Recognize, understand, and confidently use key words, expressions, and structures concerning this topic;
- [3.2] Identify geographical regions within Spain;
- [2.2] Describe and discuss bullfights in Spain and traditions concerning bullfights;
- [4.2] Compare and contrast soccer and other sports popular in Hispanic countries;
- [1.3] Predict what will happen next in the story;
- [1.3] Express what they would do.

Unit: Travel enriches our lives
Topic Bullfights and Sports in Spain

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>What is the plaza de toros? What happens during a bullfight in Spain? Who is the matador? What do the spectators do at a bullfight? Have you seen a bullfight? Would you see a bullfight? Why or why not? What types of sports do you play now/ did you play when you were younger? Which sports do you like to watch? Which sports would you watch if you lived in Spain?</p>	<p>Vocabulary concerning bullfighting in Spain; Vocabulary concerning soccer and playing sports; Geography in Spain; Traveling to and within Spain; A review and expansion of the future and past tenses; An introduction to the present conditional mood.</p>	<p>[1.2] Listen to, watch, and react to teacher presentation of important vocabulary and expressions concerning bullfighting and its traditions, geography, and popular sports; [3.2] Explore the geography of Spain by participating in teacher-generated activities within the classroom or collaboratively on the internet; [1.2] Read and react to the mini-novel <i>Viva el toro</i>: [1.1] Exchange information and discuss bullfighting; [1.3] Summarize what happened in the story; [1.1] Predict what will happen in the story; [1.1 / 1.3] Discuss whether or not they would see a bullfight; [1.2] Watch a film about bullfighting in Spain; [2.1] Compare and contrast bullfighting in Spain and Mexico; [3.2 / 5.1] Consult media to learn about real time bullfights and the popular matadors in the Hispanic world; [1.1/3.2] Discuss soccer and other sports played throughout the world.</p>	<p>Teacher-generated vocabulary lists and visuals <u>Viva el toro</u> mini-novel Video on bullfighting, <i>El Matador</i> Material on future tense and present conditional mood [Teacher-generated material]; Grammar sites on the internet; lessons and practice in grammar text or workbook] Other internet links to be determined Language lab</p>

Link to 21st Century Skills Framework

21st Century Content:

This topic promotes **global awareness** by exploring Spanish traditions concerning bullfighting and other popular sports in the Spanish-speaking world.

Learning and Thinking Skills:

Students will:

- **exchange opinions** about bullfighting and the controversy over it;
- **summarize and predict** the events of the story read;
- **compare and contrast** cultural practices concerning bullfighting and other sports;
- **self-assess** their speaking skills in the language lab

ICT Literacy:

Students will:

- collaborate **using electronic research** about bullfighting, sports, or climate in Spain;
- practice listening and speaking in **the language lab**;
- practice grammar and vocabulary using activities found on **electronic sites**.

Life Skills:

Students will:

- **collaborate** with others;
- **demonstrate responsibility** by following the rubrics for each component of this topic and by self-assessing

21st Century Assessments aligned with the 5 Standards for Foreign Language Learning:

Using specific rubrics, students will choose two of the tasks listed below.

- **1.2/1.3** Respond to subjective and objective questions about this topic;
- **1.3/2.2** Present a summary of one cultural aspect of this topic;
- **1.1/3.1/4.2** Exchange ideas and opinions with classmates in a debate about bullfighting;
- **1.3/2.2** Create an illustrated brochure describing a bullfight or other popular sport in Spain.

Big Idea for this topic:

Comprehension of a short story dealing with historical figures and literature from the times of Cervantes.

Essential Questions for this topic: Where could we go? What could we see in Spain? Who are the characters in literature who changed and shaped the literature of today?

Learning Goals: Students will be able to:

- Talk and write about some sites that one can see when traveling to the capital of Spain,
- Read, write and discuss events that occur in the present tense,
- Answer and respond to teacher generated questions about the story in the present tense,
- Comprehend events of story through listening comprehension exercises (true/ false),
- Sequence the events of the story, including changing perspective of characters,
- Identify the main characters and their place in history and connection to literature, and
- Critically think about what the times might have been like during the epic of Cervantes.

Guiding questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>Questions about the events of the story, the characters and for the students themselves about their own lives in the PRESENT tense.</p> <p>-¿Dónde está Alejandro? ¿Dónde se encuentra? (Brief description of sites in Madrid, España)</p> <p>-¿Qué ve en la Plaza? ¿Quiénes son estas figuras? ¿Qué ya sabe Alejandro de estas figuras / personas históricas?</p> <p>-¿Dónde se encuentra Alejandro? ¿A quién</p>	<p>Location of capital and city sites are discussed.</p> <p>Pictures or other realia may be shared.</p> <p>Also, story line of Don Quijote may be briefly discussed (via level appropriate websites).</p> <p>PLOT of story in present tense:</p> <p>-Alejandro is wandering around Madrid and finds himself in the Plaza de España admiring the statues of Don Quijote and Sancho Panza when suddenly his</p>	<p>Reading aloud, with partners or small groups.</p> <p>Vocabulary pulled from text. Comprehension questions both written and oral.</p> <p>Ancillary practice sheets (teacher generated) on the present tense. [verbs within reading and others both regular and irregular]</p> <p>Websites to research Cervantes, Don Quijote, tourism in Madrid, Spain, photos and slideshows of city sites</p>	<p>Reader: "La Gran Aventura de Alejandro" – Abby Kanter</p> <p>Worksheets: teacher generated (on present tense and questions re: the reading)</p> <p>Websites on Madrid, Spain.</p> <ol style="list-style-type: none"> http://www.tripadvisor.com/Tourism-g187514-Madrid-Vacations.html http://travel.yahoo.com/p-travelguide-191501800-madrid_vacations-i-action-pictures-tgphotoid-595923?fromiy=1

<p>conoce allí? ¿De qué hablan?</p> <p>-¿Cuáles conexiones tiene el cuento a otras figuras históricas?</p> <p>¿Para quién van a buscar?</p> <p>-¿Cuál es el significado del nombre de la otra persona del patio?</p> <p>-¿Tienes enemigos?</p> <p>-¿Sabes la capital de España? ¿Qué se puede ver/ hacer en Madrid?</p> <p>-¿Sabes el libro “Don Quijote”? ¿Qué sabes del libro?</p> <p>-En el cuento, Alejandro dice que Don Quijote es un héroe con un corazón generoso.</p> <p>¿Conoces a alguien con un corazón generoso?</p> <p>¿Cuáles son otras características de un héroe?</p> <p>-¿Qué es una gitana?</p> <p>-¿Cómo se saluda la gente a cada otro?</p> <p>¿Cuáles expresiones se usan?</p>	<p>magic time jumping ring shines and he then finds himself in the presence of Don Quijote.</p> <p>He tells Alejandro that he probably got the ring, not from a “gitana” but from his love Dulcinea del Toboso.</p> <p>Then he meets Sancho Panza on the patio and they leave to find Dulcinea.</p>		<p>3. La Plaza de España http://en.wikipedia.org/wiki/Plaza_de_España_(Madrid)</p> <p>4. http://en.wikipedia.org/wiki/Don_Quijote</p> <p>5. http://en.wikipedia.org/wiki/Miguel_de_Cervantes</p>
--	--	--	---

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]:

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]:

ICT Literacy [technology]:

Life Skills [leadership, responsibility, ethics, etc]:

ASSESSMENTS:

21st Century Assessments that measure the skills listed above:

Using specific rubrics

Assessments that measure Communication and the 5 C's:

Big Idea for this topic:

Comprehension of a short story dealing with "El Rastro" shopping flea market held in Madrid each Sunday morning.

Essential Questions for this topic: What could we find at a flea market in Spain? Do you know how to bargain hunt? What does it mean to negotiate a better price for an item and how do we do it respectfully? Can we compare and contrast different products and prices describing them?

Learning Goals: Students will be able to:

- Explain what the family is going to do for the day using the "ir + a + inf" structure,
- Describe what the Rastro flea market is in detail including some vocabulary of items that can be found there,
- How to respectfully bargain and negotiate prices with the vendors using "pensar que / creer que," "necesitar/ preferir" along with "gracias," "demasiado + adj" and comparisons "más + adj + que" "menos + adj + que",,
- Compare prices using comparisons and superlatives,
- Use currency of Spain (euro) to set up a mock Rastro and purchase items from each other,
- Use "salir de" and "llegar a" to say where the family left from and arrived to,
- Use the appropriate form of address (tú vs. Usted), other cultural expressions such as "Hasta luego" and "Buenos días" and "Qué expressions" to comment on the items seen.

Guiding questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
Questions about the events of the story, the characters and for the students themselves about their own lives in the PRESENT tense. -¿Tienes cachivaches? ¿Cuáles son algunos de tus cachivaches favoritos y especiales? ¿Dónde los compras? -¿Dónde se puede comprar las cosas de segunda mano cerca de	<p>PLOT of story in present tense:</p> <p>The family discusses what they are "going to do" that day including going to "misa" and seeing what they can get at the "Rastro" flea market. When they get to the flea market, they see all types of second hand items including bargains and junk. One thing Alej spots is a pair</p>	<p>Reading aloud, with partners or small groups.</p> <p>Vocabulary pulled from text. Comprehension questions both written and oral.</p> <p>Ancillary practice sheets (teacher generated) on the present tense, [verbs within reading and others both regular and irregular] the simple future structure [ir + a + inf], and the two verb structure [verb + inf] when looking for</p>	<p>Reader: "La Gran Aventura de Alejandro" – Abby Kanter</p> <p>Worksheets: teacher generated (on present tense and questions re: the reading)</p> <p>Websites El Rastro 1. http://en.wikipedia.org/wiki/El_Rastro</p>

<p>ti? ¿Recibes una "ganga"? ¿Cuál es la diferencia en los precios?</p> <p>-¿Sabes el refrán "la basura de uno es el tesoro de otro?" ¿Qué significa este refrán para ti?</p> <p>-¿Sabes algo del fútbol español? ¿Cuáles son algunos equipos bien conocidos en España? ¿Conoces a algunos futbolistas famosos o populares? ¿Cómo se llaman?</p> <p>-En España, ¿hay los personajes de Disney? ¿Tienen los mismos nombres que tenemos nosotros? ¿Cómo se llaman allí?</p> <p>-¿Por qué se enoja Isabel? ¿Qué oye? ¿Qué dice el vendedor? ¿Por qué quiere defender a su hermana Alejandro?</p> <p>-¿Defiendes a tus amigos cuando otros se burlan de ellos?</p> <p>-¿Qué es ser "sexista"? ¿Qué es el "machismo"? ¿Ves el "machismo" en tu vida? ¿En tu escuela? ¿Dónde?</p> <p>-¿A quién ve en el cuarto pequeño con las</p>	<p>of handcuffs. He shares a brief conversation with the vendor and finds out that the word for handcuffs is "manillas" and also "esposas" which also means "wives" in Spanish. Ale's sister is offended and lets the vendor know her thoughts about his sexist remark. Ale tries to decide if he should defend his sister and yells at the vendor. This one incident demonstrates a misunderstanding that can occur when there is a language barrier. In the next minutes, his magic ring shines again and Alejandro finds himself in a small, dark dirty room with a young boy in those same handcuffs. He is confused about who this young boy is.</p>	<p>something at the Rastro (ei. Necesito comprar..., quiero comprar..., prefiero comprar...)</p> <p>Websites to research:</p> <p>Photos of the Rastro and tents/"puestos", photos of some famous Spanish soccer teams, tape of a soccer game (time permitting)(also availability of video clips online / on video).</p>	<p>2. http://www.enforex.com/guide-madrid.html (includes almost 10 minute video of city sites)</p> <p>3. El origin del Rastro http://www.elrastro.org/origenes-2.htm</p> <p>4. Metro map of Madrid and location of "Rastro" in El Barrio Embajadores." http://images.search.yahoo.com/images/view?back=http%3A%2F%2Fimages.search.yahoo.com%2Fsearch%2Fimages%3Fp%3Dmap%2BMadrid%26js%3D1%26ni%3D20%26ei%3Dutf-8%26fr%3Dyfp-t-375%26xargs%3D0%26pstart%3D1%26b%3D61&w=812&h=859&imgurl=www.realadventures.com%2Flistings%2F0001033map.jpg&rurl=http%3A%2F%2Fwww.realadventures.com%2Flistings%2F0001033.htm&size=269.6kB&name=0001033map.jpg&p=map%20Madrid&type=JPG&oid=0e0f56c64df8e52c&no=73&tt=23442</p> <p>El fútbol</p> <ol style="list-style-type: none"> http://gospain.about.com/od/sportinspain/a/soccer_spain.htm http://gospain.about.com/od/soccer/qt/soccer_teams.htm Visit soccer stadium in Madrid and basic questions about taking a tour and cost per ticket
---	---	--	--

<p>manillas? ¿Dónde está Alejandro ahora? (adivina...) ¿Quién es el joven? -Si tú puedes visitar España algún día, ¿qué vas a hacer? ¿Vas a ir al Rastro? ¿Por qué sí o no? ¿Vas a explorar más de la ciudad? ¿Qué más se puede ver?</p>			<p>http://www.viator.com/tours/Madrid/Madrid-City-Tour-and-Bernabau-Stadium-Real-Madrid-Football-Club/d566-2140JTEMA13?AID=10420118&PID=2239503</p>
---	--	--	--

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]:

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]:

ICT Literacy [technology]:

Life Skills [leadership, responsibility, ethics, etc]:

ASSESSMENTS:

21st Century Assessments that measure the skills listed above:

Using specific rubrics

Assessments that measure Communication and the 5 C's:

Big Idea for this topic: Our idols/role models help to determine who we are and who we become

Essential Questions for this topic: Qué es un heroe?

Learning Goals: [Students will be able to ...]

- will be able to apply prior knowledge to list characteristics of a hero, what a hero is to them, describe their own heroes
- will be able to comprehend a teacher generated biographical text on Roberto Clemente
- will be able to read authentic information from a virtual museum visit (Smithsonian)
- will be able to read first person quotations and use them as a foundation for writing stanzas to a poem
- will be able to respond orally in the World Language lab

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
What is a hero? What are characteristics of a hero? What did (famous historical figures) do to become heroes? Who is your personal hero and why? What are various facets of heroism?	Present a general biography on the events of Roberto Clemente's life (Puerto Rican culture, athletics, and his aide for Nicaragua/earthquake) Geographical information – Puerto Rico and Nicaragua Vocabulary based on baseball and teacher generated Clemente reading.	List characteristics of a hero Show pictures of cultural icons and explain what these icons did to become heroic. Students navigate through the Smithsonian virtual exhibit on Roberto Clemente and complete a Web Quest. Students respond orally to questions in the lab based on Clemente and heroism in general **Students listen to podcasts on Roberto Clemente from the Smithsonian website.	Smithsonian Institution Traveling Exhibition Service: Más allá del béisbol La Vida de Roberto Clemente www.robertoclemente.si.edu/spanish/index/html Teacher generated biographical Roberto Clemente reading

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]: Natural disasters that occur, relation to 21st century heroes that students have.

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]:

ICT Literacy [technology]: Web Quests and listening to Roberto Clemente based podcasts from the Smithsonian

Life Skills [leadership, responsibility, ethics, etc]: first aid, helping during a tragedy.

ASSESSMENTS:

21st Century Assessments that measure the skills listed above:

Using specific rubrics

Assessments that measure Communication and the 5 C's:

- 1.1 – students discuss Clemente and heroism.
- 2.2 – students explore the Puerto Rican heritage of Clemente
- 3.1 – students will connect to other disciplines, specifically literature as they put together learned information to write stanzas of a poem about Clemente.
- 4.1 – students develop insight into Clemente and draw upon their own heroes.
- 5.1 – students take a virtual exhibition of the Smithsonian Institute's traveling exhibition on the World Wide Web.

Course: Spanish 3

Unit: Spain Yesterday and Today
Topic: "Marianela"

Big Idea for this topic: *What happened in the past affects the traditions and values of today*

Essential Questions for this topic:

Learning Goals: [Students will be able to ...] communicate about what happened in the story; describe pertinent aspects of the history of Asturias; compare relationship between Marianela and Pablo with relationships of today

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>What happened to the main characters? What did they do?</p> <p>What do you look for in a boyfriend/girlfriend?</p> <p>Is physical appearance an important consideration in a relationship?</p> <p>What were the working conditions in Asturias in the 19th century? What was happening to Spain in the 1800's?</p>	<ul style="list-style-type: none"> -plot of "Marianela" -geography of Spain -aspects of Asturias that caused Benito Perez Galdos to criticize the social conditions of the time period -preterit tense with an emphasis on irregular formation 	<ul style="list-style-type: none"> -reading (pairs, groups, whole class) -vocabulary building -written and oral comprehension questions -ancillary preterit practice sheets -Asturias Power Point presentation -Asturias webquest 	<ul style="list-style-type: none"> -"Marianela" -www.gutenberg.org/etext/17340 -www.principadodeasturias.com -teacher-generated materials (Power Point, etc.)

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]: working conditions; poverty in the world

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]: What was the world like in the 19th century?

ICT Literacy [technology]: Webquest

Life Skills [leadership, responsibility, ethics, etc]: Ethics: treatment of Marianela v. the way Marianela treats others; Marianela helping Pablo navigate; How do we help each other?

ASSESSMENTS:

**21st Century Assessments that measure the skills listed above: Webquest
Using specific rubrics**

Assessments that measure Communication and the 5 C's:

- 1.1, 1.2, 1.3 Language lab evaluation
- 1.3, 3.1 Character analysis
- 1.3 Mini-composition
- 1.3, 5.1 Presentation of visual aid to class

Course: Spanish 4**Unit: 1****Topic: Sevilla and Andalucia****Members of the Castillo family and the Hacienda la Gavia in México/Brief overview of the Spanish Civil War**

Big Idea for this topic: Travel opens our minds to other people and their cultures

Essential Questions for this topic: What will Raquel's investigation reveal about Spain?

Learning Goals: Students will be able to:

Recognize the use of the zeta in Castilian Spanish

Understand and describe new vocabulary pertaining to architecture of Andalucia

Compare and Contrast daily life in Spain with the United States

Express what is happening in the Destinos series, episodes 1-4

Describe the members of the Castillo family

Identify general facts about the Spanish Civil War

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<ul style="list-style-type: none"> -What is Sevilla like? -How is Spanish spoken differently in Spain than in other Spanish speaking countries? -What are tapas? -How does our daily routine differ from a Spanish day? -How did the Spanish Civil War begin? -What is Don Fernando's secret? (Destinos) -How will the investigation begin? (Destinos) -Who are the members of the Castillo family? -What is la Gavia? -What is Teresa's son's family like? (Destinos) 	<ul style="list-style-type: none"> Vocabulary pertaining to: <ul style="list-style-type: none"> -the Spanish Civil War -la familia Castillo -the region of Andalucia -the architecture of Sevilla -An intensive review of the present tense 	<ul style="list-style-type: none"> (1.2) Listen to, watch and respond to episodes 1-4 in Destinos. (3.2) Explore the geography of southern Spain using teacher generated activities, ancillary readings, DVDs, and selected websites. (1.1) Students have the opportunity to discuss, share opinions with each other, and debate about the events happening to Raquel and the Suarez family. (1.2) Read and react about characters in Destinos. E.g. Juan y Pati (1.2) Read and react to the history of la Gavia 	<ul style="list-style-type: none"> -Teacher generated vocabulary lists -Destinos Workbook -Destinos DVD -Teacher generated material/worksheets on the present tense. -Teacher generated games -Teacher generated quizzes and exams - Selected websites

Link to 21st Century Skills Framework

21st Century Content [global awareness, health and wellness, etc]: This unit fosters cultural awareness by exploring Spanish traditions in the context of a telenovela.

Learning and Thinking Skills [critical thinking and problem solving, collaboration, contextual learning, etc]: Students will exchange opinions, summarize and predict, compare and contrast cultures and language, and self assess.

ICT Literacy [technology]: practice language and speaking in the language lab, use of DVD and online Destinos resources.

Life Skills [leadership, responsibility, ethics, etc]: Students will collaborate with others to learn more about and appreciate differences in other cultures.

ASSESSMENTS:

21st Century Assessments that measure the skills listed above:

Using specific rubrics

1.1/3.1/4.2 – Exchange ideas and opinions with classmates in class debates

1.2/1.3 – Respond aloud and/or in writing to subjective and objective questions regarding the unit

1.3/2.2 – Present a summary of the 4 episodes of *Destinos*

Assessments that measure Communication and the 5 C's:

How well is the student understood? *Writing and presentational assessments*

How well does the student understand? *Listening and reading comprehension*

How accurate is the student's language? *Writing and speaking assessments*

How extensive and applicable is the student's vocabulary? *Writing, speaking, and presentational assessments*

How does the student maintain communication? *Speaking assessments*

How is the student's cultural understanding reflected in communication? *Comparing and contrasting*

Course: French 2**Unit: Healthy Choices in Eating and Activities****Topic: You are what you eat!**

Big Idea for this topic: Food choices contribute to your overall health

Essential Questions for this topic: Why are you eating that?

Learning Goals: [1.1] Students will be able to exchange information about **eating preferences and habits** and [4.2] will **compare eating habits** in the French province of *Bretagne* with their own.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
<p>What are you having for lunch/dinner today? What did you eat this morning before school? When do you generally eat your daily meals? Who do you eat with at home?/ at school? What kinds of foods do students buy in the cafeteria? How does it taste? Is this food good for or bad for your health? Why? Is the diet in Bretagne different from our own? If so, in what way[s]?</p>	<p>Expansion of previous knowledge of food vocabulary Verbs and idiomatic expressions concerning food Expressing preferences Food pyramid/healthy and unhealthy foods Foods popular in Bretagne</p>	<p>1.2 React to food vocabulary and expressions concerning hunger and preferences. 1.2 Listen to and read stories with food themes 1.1 Exchange information about meals and mealtimes, preferences and dislikes, healthy and unhealthy foods, and so on 4.1 Compare ways to ask what you are eating, using structures unique to the situation [<i>e.g.: Qu'est-ce que tu manges? / Qu'est-ce que tu prends? / On mange / On est en train de manger</i>] 1.1 / 3.2 Study the food pyramid and discuss the different categories 1.2 Respond to questions about personal food preferences as well as about information that has been heard or read 1.2 React to stories using actions, drawings, or a written summary 3.2 Research Bretagne and its popular foods as a class 4.2 Compare foods and eating habits from cultural readings, films, or research with our own</p>	<p>Vocabulary from the story <i>Histoire de la lune</i> from <u><i>Look I Can Talk</i></u> and thematic vocabulary from <u><i>Discovering French Blanc</i></u>; <u><i>Clementine</i></u> video series [episode on family breakfast]; <u><i>Presque mort</i></u> chapters taking place in the school cafeteria; Teacher-generated materials on structure; textbook reference where applicable</p>

Link to 21st Century Skills Framework

21st Century Content:

This topic promotes **global awareness** by introducing students to the eating habits of people from other cultures. It highlights **healthy eating habits** by reviewing the food pyramid and foods that are good and bad for your health.

Learning and Thinking Skills:

Students will:

- **discuss** foods in the food pyramid
- **categorize** what they eat accordingly
- **compare and contrast** regional foods in France with our popular foods and snacks

ICT Literacy:

Students will:

- watch **teacher-generated power points** and the Clementine **video** episode at the breakfast table
- describe picture stories and answer oral questions in **the Language Lab**
- listen to what they have recorded in the lab and self critique
- contact **internet sites** on Bretagne to retrieve information for class activities

Life Skills:

Students will:

- **exchange information** with peers
- **collaboratively** do an informal study of the kinds of foods offered in the school cafeteria.

21st Century Assessments:

Students will retell a story based on pictures and a rubric in the language lab, using words, expressions, and structures highlighted during this unit;

Students will then choose to do one of the following with a partner:

- 1.1/1.3/3.2/4.2 Create a survey to determine what kind of diet is prevalent among classmates, give the survey to the class, collate information, and present findings to the class, using some kind of technology as a means of presentation;
- 1.3/2.2/3 Create a brochure advertising the foods prepared in a specialty food shop in Bretagne, using a rubric.

Course: Mandarin Chinese 1**Unit: Preferences, Activities, and Sports**
Topic: The Olympics: Beijing, China, 2008

Enduring Understanding for this topic: I like to do certain things

Essential Questions for this Topic: Which sports and activities do I prefer to engage in?

Which sporting events interest me at the Summer Olympics in Beijing 2008?

Learning Goals: Students will:

- 1.2/1.3 Recognize and use vocabulary and structures concerning activities and sports.
- 2.2 Recognize and identify popular sports and leisure activities enjoyed by young people in China.
- 3.1/2.1 Recognize and identify summer sporting events scheduled for the upcoming Olympic Games in Beijing and about the various Olympic events, venues, and symbols that will be displayed throughout this city.
- 1.1/1.2 Understand and communicate likes and dislikes with regard to popular sports and activities.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
What do I like to do with my family? / with my friends? Which activities do I like and which do I dislike? Which sports do I like to play? Which sports do I like to watch? What do I do at a sporting event? What are popular sporting events at the summer Olympics? What are the mascots of the 2008 Beijing Olympics and what do they represent? What is Beijing? What attractions in Beijing interest me?	Vocabulary expansion of preferences and activities Olympic Games and venues Highlights of Beijing	Observe, react, and respond to teacher presentation of vocabulary; Exchange information on likes and dislikes of certain sports Respond to questions about likes and dislikes 2.2/3.1 List or illustrate common animals who live in China and those who live in America 4.2 Compare and contrast animals in China and America 3.1/3.2 Research and discuss the Olympic games in Beijing 1.2 Repeat words and phrases and self-assess speaking skills in the language lab	Teacher-generated vocabulary lists and visuals on preferences, sports, activities, and animals in China <u>Ni Hao</u> lessons, <i>I like swimming</i> and <i>Pets at home</i> Official Beijing Olympics website <u>Better Chinese</u> interactive DVD

Link to 21st Century Skills Framework

21st Century Content:

This topic promotes **global awareness** by placing students at the Summer Olympics in Beijing. They will use previous knowledge to practice meeting and greeting people at the Olympic Games.

Learning and Thinking Skills:

Students will:

- **explore Chinese cultural inferences** in the use of the 2008 Olympic mascots: Nini the swallow, Jingjing, the panda, and others, as well as other Chinese cultural products and practices associated with the Olympics

ICT Literacy:

Students will:

- participate in **collaborative internet research** to find information about the events, venues, and symbols of the 2008 Olympics in both English and Chinese
- have the opportunity to practice and self assess speaking skills during **Language Lab** practice
- have the opportunity to practice the writing of traditional characters by practicing with the *Better Chinese DVD*.

Life Skills:

Students will:

- **work collaboratively** to create a virtual visit to the Olympic Games, based on the information they have internalized during class.

21st Century Assessments:

Students will plan to spend a virtual day at the Beijing Olympics. Teams of two students will create a power point presentation that highlights the events they like and those they do not like. Students will also explain what they do as spectators watching the games. Additionally, they will personalize their presentation by explaining which sports [and activities] they enjoy here at home in Connecticut.

- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Students demonstrate an understanding of the practices and perspectives of the culture studied.
- **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.
- **5.1** Students use the language both within and beyond the school setting

Course: Mandarin Chinese 1**Unit: Self, family and friends****Topic: Myself**

Big Idea for this topic: I am ...; I have ...; and I love....

Essential Questions for this Topic: Who are you?

Learning Goals: Students will become familiar with vocabulary that describes themselves. They will be able to tell their name, their age, who their family members are, and where they live.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
What is your name? Who is this? How old are you? What do you like and what do you like to do? Where do you live?	[1.1] Asking and giving names [1.2] Understanding and responding to questions such as: Who are you? What is your name? How old are you? Who is your family? [3.1] Numbers and counting [1.1] Asking and giving ages [1.1] Listing family members	1.2 React and respond to teacher commands and questions 2.1/4.2 Compare and contrast gestures concerning activities 1.3/4.1 Practice writing using <i>Better Chinese</i> 1.2 Listen and repeat or react in the language lab 1.3 Use pictures to tell a simple story 1.1/3.2 Exchange information with a partner about names, ages, family members, likes and dislikes, etc.	Teacher-generated vocabulary list Information from <u>Ni Hao</u> text <i>Better Chinese</i> interactive DVD

Link to 21st Century Skills Framework

21st Century Content: This topic **promotes global** awareness by preparing students to communicate with Chinese people.

Learning and Thinking Skills:

Students will:

- explore Chinese family values by **comparing** Chinese and American families.

ICT Literacy:

Students will:

- learn family members' names with the **DVD** of *Better Chinese*
- have the opportunity to practice and self assess speaking skills during **Language Lab** practice
- create **power point** that will help them describe themselves in the final assessment.

Life Skills:

Students will **work collaboratively** to create family trees based on the information that has been taught in this unit.

21st Century Assessments:

Students will create a powerpoint presentation of their family, pets and friends. They will present their information in Chinese aloud to the class and in writing to the teacher.

- **1.1** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on the topic of the family.
- **2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **3.1** Students acquire information and recognize the distinctive viewpoints that are 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 learned.

Course: Mandarin Chinese 1**Unit: Body, Health, and Emotions****Topic: How do you feel?**

Big idea for this topic: Body language can help you communicate if you understand another culture's gestures

Essential Question for this Topic: How do you feel?

Learning Goals: Students will become familiar with vocabulary concerning body parts, how to express simple emotions, and how to express the states of being.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
What is this? What's wrong? How do you feel?	Vocabulary concerning body parts and related actions; Expressing state of being, such as, <i>I am sick, I am tired, I am happy, I am sad, My head hurts, My stomach hurts, etc.</i> ; Gestures used by Chinese people to indicate an emotion or pain	1.2 TPR body parts and actions 1.2 React and respond to teacher commands and questions 2.1/4.2 Compare and contrast gestures 1.3/4.1 Practice writing using <i>Better Chinese</i> 1.2 Listen and repeat or react in the language lab 1.3 Use pictures to tell a simple story 1.1/3.2 Exchange information with a partner about general health 2.1/4.2 Discuss marriage traditions in China	Teacher-generated vocabulary list Information from <u>Ni Hao</u> text <u>Better Chinese</u> interactive DVD

Link to 21st Century Skills Framework

21st Century Content: This topic promotes students' further understanding of communicating about daily life such as the aspect of health and emotions, with the addition of **gestures commonly used by Chinese people.**

Learning and Thinking Skills:

Students will:

- explore how Chinese people use the verbal language and nonverbal language to express the feelings.

ICT Literacy:

Students will:

- **use the computer** to find a picture of a person and label different body parts. They can use **Better Chinese DVD** to review the vocabulary
- have the opportunity to **use the Language Lab** to listen to and practice new vocabulary and sentence structures.

Life Skills:

Students will **work collaboratively** to create a portfolio or a power point of the state of emotions based on what they have learned during class.

21st Century Assessments:

Students will **create a virtual scene** or **act out a skit** in which different human emotions are expressed on wedding day, e.g.: the tears of the mother, the headache of the father, the tears shed from the beautiful eyes of the bride, the happiness of the members of the wedding party.

- **1.1** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.1** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Students demonstrate an understanding between the practices and perspectives of the culture studied.
- **4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Course: Mandarin Chinese 1

Unit: Foods and Meals
Topic: Chinese Food Culture

Big idea for this topic: How to say *what* and *would like to*

Essential Questions for this topic: What foods do I eat everyday day for, breakfast, lunch and dinner? What food / drink would you like to eat / drink? What foods / drinks would I eat / drink each day if I went to China? Why is food an important part of Chinese culture? What are the differences between Chinese and American foods?

Learning Goals: Students will become familiar with vocabulary concerning foods and meals. They will start to understand Chinese meals and the culture reflected through the choice of food. in different areas of China and on special occasions such as holidays and festivals. They will also be aware of the differences between Chinese meals and American meals.

Guiding Questions	Information Presented	Learning Activities and Targeted Foreign Language Standards	Suggested Resources
What is my favorite/least favorite food/drink? What foods do I eat everyday? What do I like to eat for breakfast/lunch/dinner? What foods would I like to eat in China? What will I eat for breakfast/lunch/dinner in China? Which foods do both Chinese and American people like to eat?	Common American foods and drinks Popular Chinese food and drinks, including dumplings, Asking for and giving information using <i>what</i> Expressing hunger Requesting food using <i>/ would like</i> Stating preferences using <i>/ like / I don't like</i> Map of China and selected regions known for the culinary specialties presented Selected Chinese holidays and festivals and the dishes associated with them Chinese currency, the <i>yuan</i> and the <i>yen</i>	Observe, listen to, react, and respond to teacher presentations of vocabulary Exchange information about food 1.2/2.2/3.2 Discuss meals and mealtimes Express preferences for specific foods 3.2/5.1 Obtain information from authentic Chinese restaurant websites and authentic menus, if available 2.1/2.2 Discuss selected Chinese holidays and the food associated with them Research selected regions in China as to location, geography, and culinary specialties 4.2 Compare popular Chinese and American foods	Teacher-generated vocabulary lists and visuals <u>Ni Hao</u> text and audio CD lesson, <i>I am hungry</i> <u>Better Chinese</u> interactive DVD for writing practice Internet links

Link to 21st Century Skills Framework

21st Century Content: This topic promotes **global awareness** by placing students in a Chinese family at dinner time and in an authentic Chinese restaurant, they will also try to find the exchange rate between U.S. dollar and Chinese Yuan. It additionally provides **health and wellness awareness** by encouraging students to choose healthy Chinese food.

Learning and Thinking Skills:

Students will:

- **collaborate** in teams of 3 or 4 to **create** an authentic Chinese restaurant as well as the foods served and their prices
- participate in role playing where some members of the team will first serve as waiters while others in the team will act as customers. Their **Communication Skills and Contextual Learning Skills** will be enhanced through this activity.
- have the option to use the **internet** to research Chinese food culture
- find the exchange rate for U.S. dollars and Chinese Yuan, get a general idea of Chinese currency and food prices.

ICT Literacy:

Students will:

- observe and react to a **power point** presentation by the teacher on Chinese meals and Chinese food culture
- participate in **collaborative internet research to** find information about the daily meals of Chinese people, the menu and the prices in a Chinese restaurant, and the Chinese currency and exchange rate with the American dollar.
- have the opportunity to practice and self assess speaking skills during **Language Lab** practice.
- have the opportunity to practice the writing of traditional characters by practicing with the *Better Chinese DVD*.

Life Skills:

Students will work collaboratively to create a Chinese restaurant and also an American restaurant in China and role play as waiters and customers in a Chinese restaurant and an American restaurant in China.

21st Century Assessments:

Using information provided by their teacher and from collaborative research on the internet, students will create imaginary restaurants and menus. They will act out the roles of server and customer, requesting information and asking for specific foods. Servers will ask customers about what they like to eat and what they want to eat today. Customers will express which foods they like and dislike, then will order from the menu presented to them. Later during the assessment, students will change roles.

- **1.1** Students engage in conversation, provide and obtain information, and exchange opinions.
- **2.1** Students demonstrate an understanding of the practices and perspectives of the culture studied.
- **3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **4.2** Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Appendices



2005 Connecticut World Language Curriculum Framework

Approved October 5, 2005

Introduction

All children should have the opportunity to study at least one language, other than English, from pre-kindergarten through Grade 12. The 2005 World Language Curriculum Framework presents a guide for world language content and instruction for all pre-kindergarten through Grade 12 students in Connecticut. The document is based upon the work of the National Standards in Foreign Language Education Project (1996) and recent research findings in world language education.

The 2005 Framework provides a progressive development of essential concepts and skills for Grades pre-kindergarten - 12, recognizing that many school districts are just beginning to move forward in offering world languages at the early elementary school level.

Each district's curriculum in world languages depends on the starting point. A system that begins in Grades 5-8 or Grades 9-12 must start from the beginning of the matrix, at Pre-K - 4, and continue from there. The designations of Novice/Beginning, Intermediate, and Advanced are meant to correspond roughly to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. As more students advance through longer sequences, these scales may need adjustment.

Six Domains and nine content standards with overarching questions frame world language content:

COMMUNICATION

How do I use another language to communicate with others? (Interpersonal Mode)

How do I understand what others are trying to communicate in another language? (Interpretive Mode)

How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

CULTURES

How do I use my understanding of culture to communicate and function appropriately in another culture?

CONNECTIONS

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

COMPARISONS AMONG LANGUAGES

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

COMPARISONS AMONG CULTURES

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

COMMUNITIES

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Grade-cluster **content standards** are developmentally sequenced responses to the overarching questions. The Framework is formatted so that the development of essential skills and concepts is evident across grade levels in each domain.

This document is designed to facilitate competency in world languages for all students in Connecticut public schools.

CONTENT STANDARD 1: Communication (Interpersonal Mode) <i>How do I use another language to communicate with others?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i>	<ul style="list-style-type: none"> • Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses. • Describe various objects and people found at home and school. • Give and follow simple instructions by participating in various games or other activities with partners or groups. • Exchange basic information about events, such as classes, meetings and meals. • Describe their favorite activities at home and school. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Indicate that they do not understand a message or that they cannot express their intended message adequately. • Recognize that there are often multiple ways to express an idea in the target language. • Use appropriate gestures, when necessary, to make their messages comprehensible. 	<ul style="list-style-type: none"> • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Give and follow directions in order to travel from one location to another and ask questions for clarification. • Acquire goods and/or services through basic negotiations and exchange of monies. • Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language. • Exchange thoughts about people, activities and events in their personal lives or communities. • Find alternate methods of communication when they cannot express their intended message adequately. 	<ul style="list-style-type: none"> • Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community. • Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures. • Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. • Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels. • Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints. • Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

CONTENT STANDARD 2: Communication (Interpretive Mode) <i>How do I understand what others are trying to communicate in another language?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<ul style="list-style-type: none"> Identify people and objects in their environments, based on oral and written descriptions. Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes. Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories. Comprehend brief notes on familiar topics, including daily activities at home or school. Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements. Recognize and respond appropriately to questions, statements or commands. 	<ul style="list-style-type: none"> Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture. Work individually to collect data on familiar topics from various print, digital and electronic resources. Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use. Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles. Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues. Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words / gestures to explain words or concepts. 	<ul style="list-style-type: none"> Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language. Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes. Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s). Comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.

CONTENT STANDARD 3: Communication (Presentational Mode) <i>How do I present information, concepts and ideas in another language in a way that is understood?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<i>In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. <ul style="list-style-type: none"> Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture. Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities. Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture. 	<ul style="list-style-type: none"> Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives. Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language. Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. Prepare a diary of their daily activities and those of their families and friends in the target language. Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language. 	<ul style="list-style-type: none"> Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. Perform scenes from plays and/or recite poems or excerpts from short stories in the target language. Prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction. Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites. Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest. Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

CONTENT STANDARD 4: Cultures <i>How do I use my understanding of culture to communicate and function appropriately in another culture?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</i></p>	<ul style="list-style-type: none"> • Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods. • Identify and experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture. • Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture. • Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture. • Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture. • Recognize simple themes, ideas or perspectives of the target culture. 	<ul style="list-style-type: none"> • Identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance. • Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance. • Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet. • Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction. • Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied. 	<ul style="list-style-type: none"> • Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture. • Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community. • Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.

CONTENT STANDARD 5: Connections (Interdisciplinary Mode) <i>How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</i>	<ul style="list-style-type: none"> • Use simple information learned in other subjects in their study of a world language. <ul style="list-style-type: none"> • Use simple information from their world language class in their study of other subjects. • Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge. 	<ul style="list-style-type: none"> • Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information. <ul style="list-style-type: none"> • Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. • Use new information and critical thinking gained through world language study to expand their personal knowledge. 	<ul style="list-style-type: none"> • Use information acquired from other school subjects to complete activities in the world language classroom. <ul style="list-style-type: none"> • Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. • Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes. • Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

CONTENT STANDARD 6: Connections (Intradisciplinary Mode) <i>How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i>	<ul style="list-style-type: none"> • Use multiple media resources to access information regarding the target culture(s). • Recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc. • Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary. 	<ul style="list-style-type: none"> • Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base. • Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s). 	<ul style="list-style-type: none"> • Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. • Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

CONTENT STANDARD 7: Comparisons Among Languages <i>How do I demonstrate an understanding of the similarities, differences and interactions across languages?</i>			
Students will: <i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i>	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
	<ul style="list-style-type: none"> • Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. • Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. • Develop listening and speaking skills on a range of topics to facilitate reading skills. • Retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher. • Copy and organize in a logical sequence a written text provided by the teacher. 	<ul style="list-style-type: none"> • Understand how idiomatic expressions affect communication and reflect culture. • Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings. • Use oral and written language to relate their own experiences and construct their own stories. • Expand comprehension strategies to predict outcomes and make comparisons. • Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries). 	<ul style="list-style-type: none"> • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Evaluate the style of a communicative interaction in the target language. • Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. • Read and comprehend longer, more complex texts in abridged and unabridged formats. • Use a writing process in producing work that includes self-assessment and discussion with other students. • Produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

CONTENT STANDARD 8: Comparisons Among Cultures <i>How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i></p>	<ul style="list-style-type: none"> Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures. Use new information and cultural awareness to recognize the similarities and differences across cultures. Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s). 	<ul style="list-style-type: none"> Compare and contrast art forms, such as music and songs across cultures. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. Solicit their peers’ opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences. Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. 	<ul style="list-style-type: none"> Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes. Compare and contrast the treatment of current issues across cultures by drawing on authentic texts. Analyze how other cultures view the role of the United States in the world arena. Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures. Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. Evaluate the effectiveness of a communicative interaction based on cultural elements.

CONTENT STANDARD 9: Communities <i>How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</i></p>	<ul style="list-style-type: none"> • Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning. • Identify different types of employment in which target language skills are an asset. • Review materials and/or media from the target language and culture for enjoyment and/or entertainment. 	<ul style="list-style-type: none"> • Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form. • Interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work. • Demonstrate their target language skills while involved in community activities, including community service activities. • Review materials and/or media from the target language and culture for enjoyment. • Use various media from the target language and culture for entertainment. • Consult various sources in the target language to obtain information on topics of personal interest. • Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language. 	<ul style="list-style-type: none"> • Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest. • Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs. • Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay. • Use various media from the target language and culture for personal enjoyment. • Read literature, listen to music and view films and websites in the target language for entertainment.

ACTFL Performance Guidelines
for
K -12 Learners

ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
Comprehensibility: How well are they understood?		

INTERPERSONAL	INTERPERSONAL	INTERPERSONAL
<ul style="list-style-type: none"> Rely primarily on memorized phrases and short sentences during highly predictable interactions on very familiar topics; Are understood primarily by those very accustomed to interacting with language learners; Imitate modeled words and phrases using intonation and pronunciation similar to that of the model; May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs; Are able to meet limited practical writing needs, such as short messages and notes, by recombining learned vocabulary and structures to form simple sentences on very familiar topics. 	<ul style="list-style-type: none"> Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time; Are understood by those accustomed to interacting with language learners; Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners; ^oMake false starts and pause frequently to search for words when interacting with others; Are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames. 	<ul style="list-style-type: none"> Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest; Are understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message; Use pronunciation and intonation patterns that are understandable to a native speaker unaccustomed to interacting with language learners; Use language confidently and with ease, with few pauses; Are able to meet practical writing needs such as letters and summaries by writing descriptions and narrations of paragraph length and organization, showing sustained control of basic structures and partial control of more complex structures and time frames.
PRESENTATIONAL	PRESENTATIONAL	PRESENTATIONAL
<ul style="list-style-type: none"> Use short, memorized phrases and sentences in oral and written presentation; Are understood primarily by those who are very accustomed to interacting with language learners; Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics; May show evidence of false starts, prolonged and unexpectedly-placed pauses, and recourse to their native language as topics expand beyond the scope of immediate needs; Show abilities in writing by reproducing familiar material; Rely heavily on visuals to enhance comprehensibility in both oral and written presentations. 	<ul style="list-style-type: none"> Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics; Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners; Make false starts and pause frequently to search for words when interacting with others; Communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. 	<p>Report, narrate and describe, using connected sentences, paragraph-length and longer forms of discourse, in oral and written presentations on topics of personal, school, and community interest;</p> <ul style="list-style-type: none"> Use pronunciation and intonation patterns that are understood by native users of the language, although the listener/reader may on occasion need to make a special effort to understand the message; Use language confidently and with ease, with few pauses; Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.

ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
Comprehension: How well do they understand?	Comprehension: How well do they understand?	Comprehension: How well do they understand?

<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend general information and vocabulary when the partner uses objects, visuals, and gestures in speaking or writing; • Generally need contextual clues, redundancy, paraphrase or restatement in order to understand the message. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Understand short, simple conversations and narratives (live or recorded material), within highly predictable and familiar contexts; • Rely on personal background experience to assist in comprehension; • Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts; • Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context; • Determine meaning by recognition of cognates, prefixes, and thematic vocabulary. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend general concepts and messages about familiar and occasionally unfamiliar topics; • May not comprehend details when dealing with unfamiliar topics; • May have difficulty comprehending language not supported by situational context. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts; • Use background knowledge to comprehend simple stories, personal correspondence, and other contextualized print; • Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven; • Determine meaning by using contextual clues; • Are aided by the use of redundancy, paraphrase, and restatement in order to understand the message. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend main ideas and most details on a variety of topics beyond the immediate situation; • Occasionally do not comprehend but usually are able to clarify details by asking questions; • May encounter difficulty comprehending language dealing with abstract topics. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages; • Understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on N, radio, video, or live and computer-generated presentations, although comprehension may be uneven; • Develop an awareness of tone, style and author perspective; • Demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.
---	---	--

ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
Language Control: How accurate is their language?	Language Control: How accurate is their language?	Language Control: How accurate is their language?

<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend messages that include predominately familiar grammatical structures; • Are most accurate when communicating about very familiar topics using memorized oral and written phrases; • Exhibit decreased accuracy when attempting to create with the language; • Write with accuracy when copying written language but may use invented spelling when writing words or producing characters on their own; • May exhibit frequent errors in capitalization and/or punctuation when target language differs from native language in these areas. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts; • Sometimes recognize previously learned structures when presented in new contexts. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language; • Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics; • Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated; • May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend messages that include some unfamiliar grammatical structures; • Are most accurate when creating with the language about familiar topics in present time using simple sentences and/or strings of sentences; • Exhibit a decline in grammatical accuracy as creativity in language production increases; • Begin to apply familiar structures to new situations; • Evidence awareness of capitalization and/or punctuation when writing in the target language; • Recognize some of their own spelling or character production errors and make appropriate adjustments. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Derive meaning by comparing target language structures with those of the native language; • Recognize parallels between new and familiar structures in the target language; • Understand high-frequency idiomatic expressions. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Accurately formulate oral and written presentations on familiar topics, using a range of sentences and strings of sentences primarily in present time but also, with preparation, in past and future tenses; • May show inaccuracies as well as some interference from the native language when attempting to present less familiar material; • Exhibit fairly good accuracy in capitalization and punctuation (or production of characters) when target language differs from native language in these areas. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend messages that include unfamiliar grammatical structures; • Are most accurate when narrating and describing in connected sentences and paragraphs in present time with decreasing accuracy in past and future times; • May continue to exhibit inaccuracies as the amount and complexity of language increases; • Communicate successfully by applying Familiar structures to new situations; • Rarely make errors in capitalization and in punctuation; • Are generally accurate in spelling or production of characters. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use; • Apply rules of language to construct meaning from oral and written texts; • Understand idiomatic expressions; • Move beyond literal comprehension toward more critical reading and listening. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Accurately formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest; • May show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures; • Successfully communicate personal meaning by applying familiar structures to new situations and less familiar topics, and by integrating information from audio, visual, and written sources; • Exhibit awareness of need for accuracy in capitalization and/or punctuation (or production of characters) when target language differs from native language in these areas.
---	--	---

ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
Vocabulary Use: How extensive and applicable is their vocabulary?	Vocabulary Use: How extensive and applicable is their vocabulary?	Vocabulary Use: How extensive and applicable is their vocabulary?

<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics; • Use words and phrases primarily as lexical items without awareness of grammatical structure; • Recognize and use vocabulary from a variety of topics including those related to other curricular areas; • May often rely on words and phrases from their native language when attempting to communicate beyond the word and/or gesture level. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Recognize a variety of vocabulary words and expressions related to familiar topics embedded within relevant curricular areas; • Demonstrate increased comprehension of vocabulary in spoken passages when these are enhanced by pantomime, props, and/or visuals; • Demonstrate increased comprehension of written passages when accompanied by illustrations and other contextual clues. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Use a limited number of words and phrases for common objects and actions in familiar categories; • Supplement their basic vocabulary with expressions acquired from sources such as the teacher or picture dictionaries; • Rely on native language words and phrases when expressing personal meaning in less familiar categories. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Use vocabulary from a variety of thematic word groups; • Recognize and use vocabulary from a variety of topics including those related to other curricular areas; • Show some understanding and use of common idiomatic expressions; • May use false cognates or resort to their native language when attempting to communicate beyond the scope of familiar topics. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Comprehend an expanded range of vocabulary; • Frequently derive meaning of unknown words by using contextual clues; • Demonstrate enhanced comprehension when listening to or reading content which has a recognizable format. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions; • Supplement their basic vocabulary, for both oral and written presentations, with expressions acquired from other sources such as dictionaries; • In speech and writing, may sometimes use false cognates and incorrectly applied terms, and show only partial control of newly acquired expressions. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> • Understand and often use idiomatic and culturally authentic expressions; • Recognize and use vocabulary from a variety of topics including those related to other curricular areas; • Use more specialized and precise vocabulary terms within a limited number of topics. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Comprehend a wide range of vocabulary in both concrete and abstract contexts; • Infer meaning of both oral and written texts by recognizing familiar words and phrases in new contexts; • Use context to deduce meaning of unfamiliar vocabulary; • Recognize and understand the cultural context of many words and phrases. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Demonstrate control of an extensive vocabulary, including a number of idiomatic and culturally authentic expressions, from a variety of topics; • Supplement their basic vocabulary by using resources such as textbooks and dictionaries; • May use more specialized and precise terms when dealing with specific topics that have been researched.
---	--	---

ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
Communication Strategies: How do they maintain communication?	Communication Strategies: How do they maintain communication?	Communication Strategies: How do they maintain communication?

<p>INTERPERSONAL</p> <ul style="list-style-type: none"> Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message; Primarily use facial expressions and gestures to indicate problems with comprehension. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> Use background experience to anticipate story direction in highly predictable oral or written texts; Rely heavily on visuals and familiar language to assist in comprehension. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> Make corrections by repeating or rewriting when appropriate forms are routinely modeled by the teacher; Rely heavily on repetition, non-verbal expression (gestures, facial expressions), and visuals to communicate their message. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> May use paraphrasing, question-asking, circumlocution, and other strategies to avoid a breakdown in communication; Attempt to self-correct primarily for meaning when communication breaks down. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> Identify the main idea of a written text by using reading strategies such as gleaning information from the first and last paragraphs; Infer meaning of many unfamiliar words that are necessary in order to understand the gist of an oral or written text; Use contextual clues to assist in comprehension. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> Make occasional use of reference sources and efforts at self-correction to avoid errors likely to interfere with communication; Use circumlocution when faced with difficult syntactic structures, problematic spelling, or unfamiliar vocabulary; Make use of memory-aids (such as notes and visuals) to facilitate presentation. 	<p>INTERPERSONAL</p> <ul style="list-style-type: none"> Are able to sustain an interaction with a native speaker by using a variety of strategies when discussion topics relate to personal experience or immediate needs; Show evidence of attention to mechanical errors even when these may not interfere with communication. <p>INTERPRETIVE</p> <ul style="list-style-type: none"> Use background knowledge to deduce meaning and to understand complex information in oral or written texts; Identify the organizing principle(s) in oral or written texts; Infer and interpret the intent of the writer. <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> Demonstrate conscious efforts at correct formulation and self-correction by use of self-editing and of reference sources; Sustain length and continuity of presentations by appropriate use of the strategies such as simplification, reformulation, and circumlocution; Make use of a variety of resource materials and presentation methods to enhance presentations.
---	---	---

ACTFL Performance Guidelines For K-12 Learners

Novice Learner Range Grade K-4 or Grade 5-8 or Grade 9-10	Intermediate Learner Range Grade K-8 or Grade 7-12 or Grade 9-12	Pre-Advanced Learner Range Grade K-12
Communication Strategies: How do they maintain communication?	Communication Strategies: How do they maintain communication?	Communication Strategies: How do they maintain communication?
INTERPERSONAL <ul style="list-style-type: none"> Imitate culturally appropriate vocabulary and idiomatic expressions; Use gestures and body language that are generally those of the student's own culture, unless they are incorporated into memorized response. INTERPRETIVE <ul style="list-style-type: none"> Understand both oral and written language that reflects a cultural background similar to their own; Predict a story line or event when it reflects a cultural background similar to their own. PRESENTATIONAL <ul style="list-style-type: none"> Imitate the use of culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors modeled by the teacher. 	INTERPERSONAL <ul style="list-style-type: none"> Use some culturally appropriate vocabulary and idiomatic expressions; Use some gestures and body language of the target culture. INTERPRETIVE <ul style="list-style-type: none"> Use knowledge of their own culture and that of the target cultures influences in the products and practices of their own culture; Recognize differences and similarities in the perspectives of the target culture and their own. PRESENTATIONAL <ul style="list-style-type: none"> Use some culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors; Demonstrate some cultural knowledge in oral and written presentations. 	INTERPERSONAL <ul style="list-style-type: none"> Use culturally appropriate vocabulary and idioms; Use appropriate gestures and body language of the target culture. INTERPRETIVE <ul style="list-style-type: none"> Apply understanding of the target culture to enhance comprehension of oral and written texts; Recognize the reflections of practices, products and/or perspectives of the target cultures(s) in oral and written texts; Analyze and evaluate cultural stereotypes encountered in oral and written texts. PRESENTATIONAL <ul style="list-style-type: none"> Demonstrate increased use of the culturally appropriate vocabulary, idiomatic expressions and non-verbal behaviors; Use language increasingly reflective of authentic cultural practices and perspectives.

Standards for Classical Language Learning

**A Collaborative Project
of The American Classical League and
The American Philological Association and
Regional Classical Associations**

STANDARDS FOR CLASSICAL LANGUAGE LEARNING**COMMUNICATION Goal 1**

**Communicate in a
Classical Language**

**Standard 1.1 Students read, understand,
and interpret Latin or Greek.**

**Standard 1.2 Students use orally, listen to,
and write Latin or Greek as part of the
language learning process.**

CULTURE Goal 2

**Gain Knowledge and Understanding
of Greco-Roman Culture**

**Standard 2.1 Students demonstrate an
understanding of the perspectives of
Greek or Roman culture as revealed in
the practices of the Greeks or Romans.**

**Standard 2.2 Students demonstrate an
understanding of the perspectives of
Greek or Roman culture as revealed in
the products of the Greeks or Romans.**

Goal 3 CONNECTIONS

**Connect with Other Disciplines
and Expand Knowledge**

**Standard 3.1 Students reinforce and further
their knowledge of other disciplines
through their study of classical languages.**

**Standard 3.2 Students expand their
knowledge through the reading of Latin
or Greek and the study of ancient culture.**

Goal 4 COMPARISONS

**Develop Insight into Own
Language and Culture**

**Standard 4.1 Students recognize and use
elements of the Latin or Greek language
to increase knowledge of their own language.**

**Standard 4.2 Students compare and contrast
their own culture with that of the Greco-Roman world.**

Goal 5 COMMUNITIES

**Participate in Wider Communities
of Language and Culture**

**Standard 5.1 Students use their knowledge
of Latin or Greek in a multilingual
world.**

**Standard 5.2 Students use their knowledge
of Greco-Roman culture in a world
of diverse cultures.**

Standards for Classical Language Learning



***A Collaborative Project
of The American Classical League and
The American Philological Association and
Regional Classical Associations***

Standards for Classical Language Learning

is a collaborative project of
The American Classical League
and **The American Philological Association**
and regional classical associations, including
the Classical Association of the Atlantic States,
the Classical Association of New England,
and the Classical Association of the Middle West and South.

Task Force on Standards for Classical Language Learning

Richard C. Gascoyne, University at Albany, SUNY, Albany, New York (Chair)
Martha Abbott, Fairfax County Public Schools, Fairfax, Virginia
Z. Philip Ambrose, The University of Vermont, Burlington, Vermont
Cathy Daugherty, The Electronic Classroom, Richmond, Virginia
Sally Davis, Arlington County Public Schools, Arlington, Virginia
Terry Klein, North Allegheny School District, Pittsburgh, Pennsylvania
Glenn Knudsvig, University of Michigan, Ann Arbor, Michigan
Robert LaBouve, Southwest Educational Development Laboratory, Austin, Texas
Nancy Lister, Vernon Public Schools, Vernon, Connecticut
Karen Lee Singh, Florida State University School, Tallahassee, Florida
Kathryn A. Thomas, Creighton University, Omaha, Nebraska
Richard F. Thomas, Harvard University, Cambridge, Massachusetts

Cover:

Coin (left): head of the goddess Roma, denarius, about 268-240 B.C., Boston Museum of Fine Arts
Coin (right): Athena's owl, olive leaves, and the first three letters of the Athenian people's name, Bibliothèque Nationale

Title page:

Logo (left): American Classical League (ACL)
Logo (right): American Philological Association (APA)



Table of Contents

Standards for Classical Language Learning and School Reform	1
The Status of Classical Language Learning in the United States Today	3
About Standards for Classical Language Learning	4
National Standards, State Frameworks, and Local Curricula	5
Standards for Classical Language Learning	6
Communication ---- Goal 1	7
Culture Goal 2	9
Connections Goal 3	11
Comparisons Goal 4	13
Communities Goal 5	15
Weaving the Strands Together: The First Step in Curriculum Development	18
Scenarios	20
The <i>Aeneid</i> : Words and Pictures	21
C Is for <i>Canis</i>	22
A Geography Lesson	24
The Greek and Latin Connection	25
Greek Medicine in Athens and Epidaurus	26
<i>In Principio Erat Verbum</i> : The Verb as Key to Syntax	27
Is Vergil's Dido "Miss Saigon"?	28
Language Connections	30
Market Day in a Roman Province	31
Pronoun Poems	32
<i>Quis Caesarem Interfecit?</i>	33
<i>Quis Es Tu?</i>	34
Roman Drama	35
A Roman Election	36
The Voyage of St. Brendan	37
Glossary	38
Frequently Asked Questions	41
Bibliography and Resources	46

Standards for Classical Language Learning
is aligned with and is a companion document for
Standards for Foreign Language Learning:
Preparing for the 21st Century
(National Standards in Foreign Language
Education Project, 1996).

© Copyright 1997
American Classical League
All rights reserved

Permission to copy or reprint this document or
portions of it should be sought from the
American Classical League
Miami University
Oxford, Ohio 45056.

phone: 513-529-7741
fax: 513-529-7742
email: AmericanClassicalLeague@MUOhio.edu

Permission is routinely granted for educational and classroom use
contingent upon appropriate credit being given to the
American Classical League.

Standards for Classical Language Learning and School Reform

Educational reform in the United States took off in a new direction in 1989 when state and national leaders reached consensus on six national education goals for public schools. In 1994 Congress passed *Goals 2000: Educate America Act*, endorsing those goals and expanding Goal Three to include foreign languages in the core curriculum. *Goals 2000* and the complementary federal legislation, *Improving America's Schools Act* encourage the development of voluntary high standards in the core disciplines.

The publication in January 1996 of *Standards for Foreign Language Learning: Preparing for the 21st Century* was the culmination of three years' work by the language profession in developing foreign language standards. The standards include suggestions from the volunteer reviewers and language educators in the field. While four national modern language groups wrote the proposal and the Federal government funded it, the project was very much a product of the entire language profession.

From the beginning those who formed the policy for the project and those who crafted the standards considered classical languages to be part of the effort. The following statement comes from the "Statement of Philosophy" of *Standards for Foreign Language Learning*: "The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." Classicists held positions on the board of directors and the task force of the project.

The goals and standards in *Standards for Foreign Language Learning* are visionary and describe a K-12 foreign language program in a core curriculum for all students and languages. While broad goals establish the framework for the language program, content standards describe what students need to know and do in a language. The language profession believes the standards are world class, yet realistic and attainable by most students. Language educators realize that the generic standards will have to be made language specific. The ACL/APA Task Force on Standards for Classical Language Learning has in this document adapted the standards to the learning of classical languages.

... proficiency
in English
and at least
one other
language,
modern or
classical ...

*... standards
for classical
language
learning
provide the
impetus
for the
development
of state
foreign
language
frameworks
and local
curriculum
guides ...*

With this publication in hand, curriculum specialists and school classicists can begin the process of translating the standards into curriculum. These voluntary standards for classical language learning provide the impetus for the development of state foreign language frameworks and local curriculum guides. The task force believes the standards for classical language learning will become an especially valuable resource for states and local schools that do not have specialists in classics or funds to devote to Latin and Greek for curriculum development. It is clear that *Standards for Classical Language Learning* will have an impact upon curriculum development and instruction in those schools that choose to use the standards. Finally, the standards should promote articulation in classical language programs from school to school and school to college.

Standards for Classical Language Learning begins a process and positions classicists to play a role in standards-based school reform. The task force has proposed standards; now we trust that classicists will review and revise them, and then promote, implement, and assess them, fully realizing that the standards will never be set in concrete.

The Status of Classical Language Learning in the United States Today

At the turn of the century—and the millennium—the teaching of classical languages continues to hold a vital place in American education. We are traditional, the inheritors of Periclean Athens of the 5th century B.C. and of Augustan Rome at beginning of the first millennium of this era; but we are innovative, timely and practical, prepared to enter a new millennium. Our appeal does not depend on political or economic interests, but rather on educational beliefs that do not go out of style.

There are an estimated half million students in Latin classes in the United States today. Ancient Greek is standard in leading colleges and universities in the country; the more recent addition of courses in classical civilization, etymology, and mythology has increased the vitality of Greek and Latin as staples in the college curriculum. Continuing interest in Greco-Roman culture is paralleled by the continued vigor of Latin language study, in part, from the recognition that the study of Latin can be a very effective aid in improving language skills in English and in the subsequent learning of other foreign languages. As a corollary of Latin's resurgence, there is a growing need for a new generation of Latin teachers.

The persistent popularity of Latin in the last two decades has also brought forth a spirited array of creative, exciting, and more effective teaching materials. Latin classrooms are increasingly lively and engaging. Students learn to read with an emphasis on authentic materials from the ancient world: its literature, graffiti, coins, and inscriptions. Students make connections from their reading to the other subjects they are studying in school and to the communities that surround them. They examine the products and practices of ancient peoples in the light of their own experiences and are challenged to make comparisons.

Latin has come to the elementary and middle schools. Latin is, in fact, for all students. Thousands of young people from inner-city schools, often in impoverished areas, have boosted their chances for academic success through model Latin programs, such as those begun in the 1960s and 1970s in Washington, D.C., Detroit, Los Angeles, and Philadelphia. The continuing development of innovative programs, materials, and methods ensures the survival of classical language programs in the next century—and millennium.

*Latin,
in fact,
is for all
students.*

About Standards for Classical Language Learning

The words, ideas, and culture of the ancient world are communicated to us in the writing and the archaeological remains of the people and their institutions. The ancient Greeks and Romans, breaking barriers of time and place, have communicated their message through the ages and continue to communicate to the modern world; we, in turn, communicate more clearly to each other in word, in practice, and in product as a result of that contact.

Standards for Classical Language Learning applies five goals of communication to a context appropriate for Latin and Greek.

- *goal areas*
- *content standards*
- *sample progress indicators*

The standards for classical language learning are organized within the **five goal areas** which make up classical language education: communication, culture, connections, comparisons, and communities. Each goal is one strand in a fabric that must be woven into curriculum development at the state, district, and local levels.

Each goal area contains two **content standards**. These standards describe the knowledge and abilities students should acquire.

Under each standard are **sample progress indicators** for beginning, intermediate, and advanced students. The sample progress indicators are neither prescriptive nor exhaustive. Intermediate and advanced students are expected to exhibit the progress indicators of the lower levels as well as the progress indicators of their own level.

What is a beginning, intermediate, or advanced student? If Latin or Greek is taught continuously from the early grades, it would be reasonable to assume that a beginning student might demonstrate progress indicated by the beginning sample progress indicators by grade 6 or 8. Students who study Latin or Greek every day in grades 7 and 8 should be able to demonstrate the beginning progress indicators by the end of grade 8. Level I high school students may demonstrate beginning status by the end of their Level I course. Intermediate students may demonstrate their progress at the end of a Level III course. Advanced students may demonstrate their progress at the end of an Advanced Placement Course. Such designations as Level I, II, and III place learning in a time-frame and organize it into courses that standards of excellence seek to avoid. Course and curricula are products of the district and school. In the scheme presented here, the progress of students in terms of standards of excellence, or proficiency, is the factor to be measured, not time.

Standards for Classical Language Learning

COMMUNICATION
Communicate in a Classical Language

Goal 1

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

CULTURE
Gain Knowledge and Understanding of Greco-Roman Culture

Goal 2

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.



Goal 3 **CONNECTIONS**
Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

Goal 4 **COMPARISONS**
Develop Insight into Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Goal 5 **COMMUNITIES**
Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

GREEK MEDICINE IN ATHENS AND EPIDAURUS

Students in Dr. Caswell's Level I ancient Greek class at Boston Latin Academy have been studying the chapter in *Athenaze* on Greek medicine and healing sanctuaries.

Half the class forms pairs, one being the patient and one being the ἄστρος (physician). Each pair has been allotted an ailment. The patients must be able to explain and write what their ailments are in very simple Greek. The ἄστροι (physicians) must then, having prepared ahead of time, go through the proper motions of healing, using simple phrases in Greek. At the end of each three-minute scenario, the doctor must either pronounce the patient cured or recommend a visit to Asklepios at Epidauros, again in Greek. Both patient and doctor will also give a list of Greek words they have used which have English derivatives.

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

provided by the teacher. Students who do not have the dialogue of a character will form the chorus and recite the unadapted original.

This activity requires two class periods as well as some homework. Students are provided with a translation of the play, which they read in preparation, along with scenarios from an "atreion (surgery) from Guido Majno's book *The Healing Hand*. The two groups present their dialogues to the class. As a follow-up, slides of Epidauros, Cos, and Pergamum, and artifacts relating to Greek medical practice, are shown. In addition, students discuss the topic of comedy and its role in Greek society, along with the questions that this activity inevitably raises: Why was healing considered an appropriate topic for comedy, and how do you, living in the world of modern medical technology, relate to being an ancient Greek patient or ἄστρος (physician), or visiting a healing sanctuary?

Reflection

- 1.1 Students read and interpret modified texts on Greek medicine.
- 1.2 Students recite and comprehend medical findings.
- 2.1 Students investigate the details of Greek medicine.
- 2.2 Students discuss the attitude of the Greeks to medical science.
- 4.1 Students relate Greek medical terminology to such terminology in English.

Cooperative learning and presenting its results in a culturally "authentic" format involve students in the feel of Greek medicine and comedy. A similar dialogue activity could be used in a discussion among Athenian generals to decide how to pursue the war with the Persians, or to create a conversation between Pericles and other generals about the relative strengths of Athens and Sparta.

Caroline Caswell

Boston Latin Academy, Boston, Massachusetts

Communication Goal 1

Goal 1 defines “communication” as it applies to the learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. *Reading, then, is the first standard and the key to communicating with the ancient world.* But the Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, listening, and writing as tools to improve reading.

Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Sample Progress Indicators

Beginning

- Students read words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases and simple sentences.
- Students demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek.
- Students demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

Sample Progress Indicators

Intermediate

- Students read and understand passages of Latin or Greek composed for acquisition of content and language skills.
- Students read and understand, with appropriate assistance, passages of Latin or Greek adapted from the original authors.

*Reading
is the first
standard
and the key
to communic-
ating with
the ancient
world.*

*... the Forum
and the
Agora were
alive with the
sounds of
commerce,
the speeches
of politicians,
the noise of
gossip ...*

- Students read and understand short unadapted passages of Latin or Greek when provided with appropriate assistance.
- Students demonstrate reading comprehension by interpreting the meaning of passages they read.
- Students recognize some figures of speech and features of style of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level.

Sample Progress Indicators**Advanced**

- Students read and understand prose and poetry of selected authors with appropriate assistance.
- Students interpret the meaning of the passages they read.
- Students recognize, explain, and interpret content and features of style and meter of the authors they read.
- Students demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors they read.

Standard 1.2

**Students use orally, listen to, and write
Latin or Greek
as part of the language learning process.**

Sample Progress Indicators**Beginning**

- Students recognize and reproduce the sounds of Latin or Greek.
- Students respond appropriately to simple questions, statements, commands, or non-verbal stimuli.
- Students sing songs in Latin or Greek.
- Students write simple phrases and sentences in Latin or Greek.

Sample Progress Indicators**Intermediate**

- Students read Latin or Greek aloud with accurate pronunciation,

meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.

- Students respond appropriately to questions, statements, commands, or other stimuli.
- Students write phrases and sentences in Latin or Greek.

Sample Progress Indicators

Advanced

- Students read Latin or Greek prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection.
- Students respond appropriately to more complex spoken and written Latin or Greek.
- Students write passages of connected sentences in Latin or Greek.

Culture

Goal 2

Gain Knowledge and Understanding of Greco-Roman Culture

Formulating an understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans. Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices.



Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

*...sample
progress
indicators
are neither
prescriptive
nor exhaust-
ive ...*

Sample Progress Indicators	Beginning
<ul style="list-style-type: none"> Students demonstrate a basic knowledge of the daily life of the ancient Greeks or Romans. Students demonstrate knowledge of some famous Greeks or Romans and of selected facts of history and geography of the ancient world. 	
Sample Progress Indicators	Intermediate
<ul style="list-style-type: none"> Students demonstrate a knowledge of the daily life and thought of the ancient Greeks or Romans, gained in part from the Latin or Greek texts they read, and apply that knowledge to an understanding of Greek or Roman culture. Students demonstrate a knowledge of the people and facts of Greek or Roman history and political life, gained in part from the Latin or Greek texts they read, and relate that knowledge to an understanding of Greek or Roman perspectives. 	
Sample Progress Indicators	Advanced
<ul style="list-style-type: none"> Students demonstrate a broad knowledge of Greek or Roman history, customs, and private and political life, gained from their reading of Latin or Greek authors, and use that knowledge in analyzing Greek or Roman culture. Students demonstrate knowledge of philosophy, religion, and the arts of the ancient Greeks or Romans, gained from their reading of Latin or Greek authors, and relate that knowledge to an understanding of Greek or Roman perspectives. 	

**Standard 2.2 Students demonstrate an understanding
of the perspectives of Greek or Roman culture
as revealed in the products of the Greeks or Romans.**

Sample Progress Indicators	Beginning
<ul style="list-style-type: none"> Students identify the principal Greek or Roman deities and heroes by their names, deeds, and spheres of influence. Students recognize basic architectural features and art forms of the Greeks or Romans. 	

Sample Progress Indicators **Intermediate**

- Students relate their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.
- Students demonstrate a knowledge of architectural styles, art forms, and artifacts of the Greeks or Romans and use them in analyzing Greek or Roman culture.

Sample Progress Indicators **Advanced**

- Students demonstrate knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin or Greek and apply it to an understanding of Greek or Roman culture.
- Students demonstrate a knowledge of archaeological evidence, art forms, and artifacts of the Greeks or Romans and use it in analyzing Greek or Roman culture.

Connections**Goal 3**

Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages. It also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas.

*... students
use their
knowledge of
Greek and
Latin to
acquire new
information ...*

**Connect with Other Disciplines
and Expand Knowledge****Standard 3.1**

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

	Sample Progress Indicators	Beginning
	<ul style="list-style-type: none"> • Students use their knowledge of Latin or Greek in understanding specialized vocabulary in such fields as government and politics. • Students recognize and use Roman numerals and the vocabulary associated with counting. 	
	Sample Progress Indicators	Intermediate
	<ul style="list-style-type: none"> • Students recognize and make connections with Latin or Greek terminology in the sciences and technology. • Students recognize and make connections with Latin or Greek terminology in the social sciences and history. 	
	Sample Progress Indicators	Advanced
	<ul style="list-style-type: none"> • Students demonstrate in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin or Greek. • Students demonstrate their knowledge of Latin or Greek terminology in the social sciences and history. 	
<i>... we, in turn, communicate to each other more clearly in word, in practice, and in product as a result of that contact ...</i>	Standard 3.2	Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
	Sample Progress Indicators	Beginning
	<ul style="list-style-type: none"> • Students acquire information about the Greco-Roman world by reading passages of Latin or Greek with a culturally authentic setting. • Students recognize plots and themes of Greco-Roman myths in the literature of other cultures. • Students demonstrate a knowledge of the geography of the ancient world and connect it to the modern world. 	
	Sample Progress Indicators	Intermediate
	<ul style="list-style-type: none"> • Students acquire information about the Greco-Roman world by reading adapted or selected Latin or Greek sources. 	

- Students connect their knowledge of ancient history and social and political systems to events and systems in the modern world.
- Students connect their knowledge of the Latin or Greek language to their knowledge of literature and artistic achievement.

Sample Progress Indicators**Advanced**

- Students acquire information about the Greco-Roman world by reading Latin or Greek literary and non-literary sources.
- Students transfer their knowledge of Latin or Greek literature to their understanding of world literature.
- Students demonstrate their knowledge of the influence of Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures.

Comparisons**Goal 4**

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English. By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively.

... students develop a greater understanding of the structure and vocabulary of English ...

Develop insight into own language and culture**Standard 4.1**

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Sample Progress Indicators**Beginning**

- Students demonstrate a basic knowledge of Latin and Greek roots, prefixes, and suffixes by recognizing them in English words of Latin or Greek origin.

- Students understand some Latin or Greek phrases, mottoes, and abbreviations used in English.
- Students demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.

Sample Progress Indicators**Intermediate**

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English.
- Students demonstrate an increased use of English words from or related to Latin or Greek.
- Students compare and contrast the language patterns and grammar of Latin or Greek to the structure and grammar of English.

Sample Progress Indicators**Advanced**

- Students demonstrate the relationship of Latin or Greek words to their derivatives and cognates in English and apply some principles of word building and word transfer.
- Students demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin or Greek.

... students acquire a perspective from which to examine and analyze their own culture more objectively.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.**Sample Progress Indicators****Beginning**

- Students look at the architectural features of the buildings around them and recognize the Greco-Roman elements in them.
- Students compare and contrast aspects of their own public and private lives to those of the Greeks or Romans.
- Students compare the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.

Sample Progress Indicators **Intermediate**

- Students identify elements in their own art and literature that have their basis in the Greco-Roman world.
- Students reflect on classical influence on the political institutions, law, and history of their own culture.
- Students recognize in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

Sample Progress Indicators **Advanced**

- Students recognize the influence of Greco-Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge.
- Students compare and contrast elements of the literature, mythology, and philosophy of their own world with those of the ancient world.

... a basis for interpreting events in the modern world ...

Communities **Goal 5**

Goal 5 focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to the resources of the worldwide classical community.

Participate in wider communities of language and culture

Standard 5.1 **Students use their knowledge of Latin or Greek in a multilingual world.**

<p><i>Students combine the tools of technology with their classical language skills</i></p>	<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Students present and exchange information about their language experience to others in the school and in the community. • Students recognize the influence of Latin or Greek on the specialized language of various professional fields and recognize its use in the media. <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Students combine the tools of technology with their classical language skills to communicate with other students in a global community. • Students interact with community members who are involved in a variety of careers to understand how they have used their study of classical languages. <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Students use their knowledge of Latin or Greek in communicating within the student and adult community of classical language learners. • Students use their knowledge of Latin or Greek in learning other languages. <p>Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.</p> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Students recognize from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity. • Students share with others in schools and communities their understanding of cultural differences in the Greco-Roman world. <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Students compare the issues that reveal cultural differences in the ancient world with similar issues in modern cultures. 	<p>Beginning</p> <p>Intermediate</p> <p>Advanced</p>
---	---	---

- Students combine the tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

Sample Progress Indicators**Advanced**

- Students participate in the community of classical scholars in cultural events, contests, lectures, and scholarship.
- Students show evidence of connecting the past to the present by applying their knowledge of ancient cultures to their own thoughts and actions.

*... each goal
is one strand
in a fabric
that must be woven
into curriculum
development
at the state,
district, and
local levels ...*

Weaving the Strands Together: The First Step in Curriculum Development

*S*tandards for Classical Language Learning seeks to separate the threads of the discipline in order that they may be seen independently. This separation, however, is nearly impossible, and, in fact, Goal 1 - Communication (i.e., the language strand) and Goal 2 - Culture (i.e., the cultural strand) are woven through Goals 3, 4, and 5. In each case the language strand is the first standard (i.e., Standard 3.1, 4.1, and 5.1), and the cultural strand is the second standard (i.e., Standard 3.2, 4.2, and 5.2).

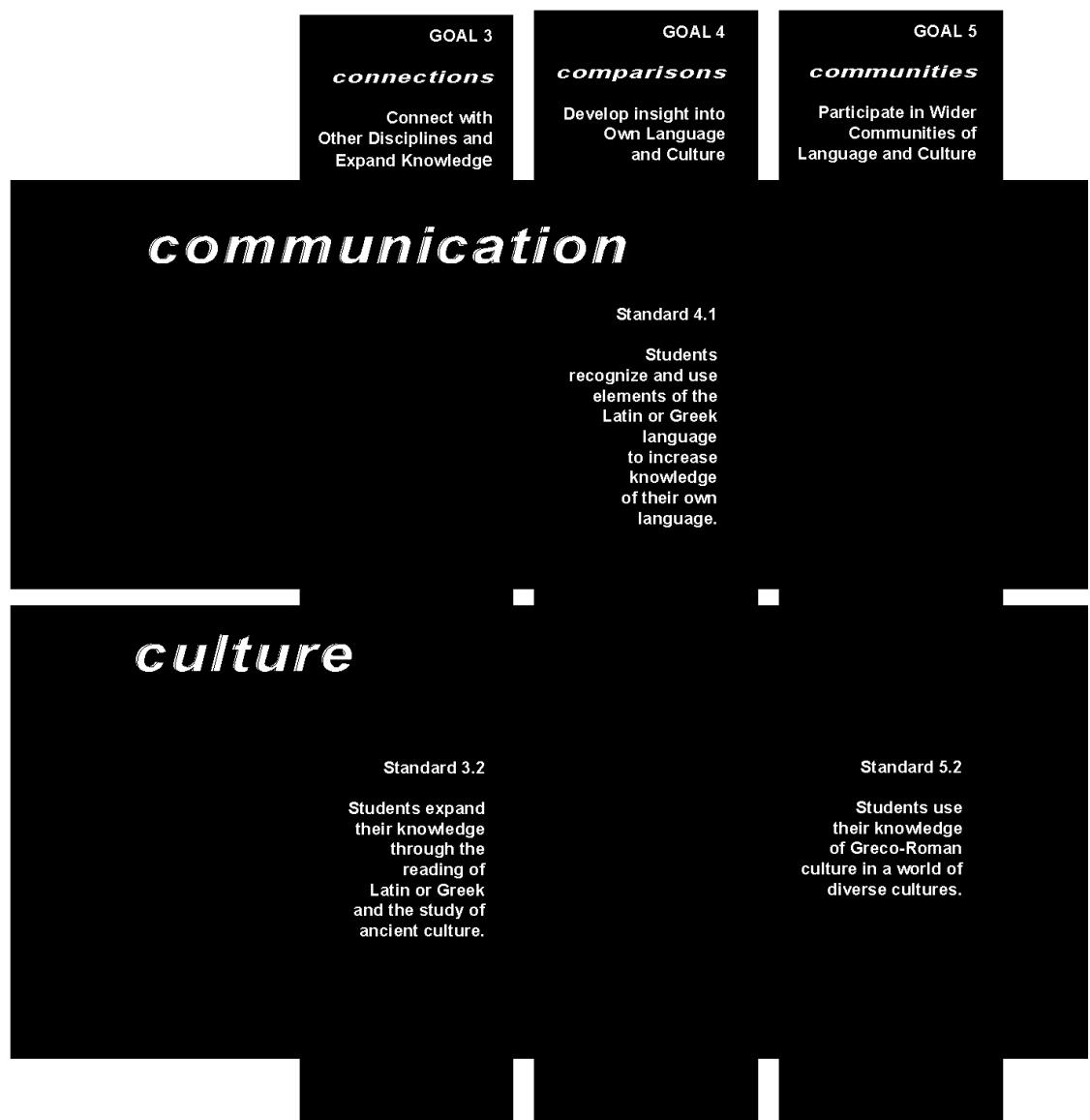
... a weaving together of discrete elements ... that fosters learning and works in the classroom.

This document leads naturally to the next step: curriculum development, which weaves together discrete elements, such as vocabulary, grammar, and derivation, as well as literature, mythology, and daily life, into a fabric of creative design that fosters learning and works in the classroom.

The scenarios that follow are snapshots of classroom lessons and activities that integrate the separate strands of communication, culture, connections, comparisons, and communities. They are the final product in the process of translating standards to the classroom. They give life to the standards.



The Five C's of Foreign Language Study

Weaving the Strands Together

Scenarios

It is a bold leap from national standards to classroom scenarios. There is an important piece of material missing; between national standards and classroom scenarios a firm fabric of curriculum development needs to be woven. The standards are basic; the scenarios present a product in full dress. The fact that the product exists in exemplary classrooms attests to the fact that the philosophy of *Standards for Classical Language Learning* is already a part of current practice.

The following collection of 15 scenarios represents a selected sample of scenes from today's Latin and Greek classrooms throughout the nation. Limited space and a desire to represent the diversity of exemplary programs has prevented the inclusion of all of the many samples received from teaching colleagues. The scenarios are based in real classrooms; the descriptions have been edited and reworked to illustrate the document.

*... the
philosophy of
Standards
for Classical
Language
Learning
is already
a part of
current
practice.*



THE AENEID: WORDS AND PICTURES

Two students from Ms. Gushman's Advanced Placement Vergil class at Yorktown High School, a suburban public school, are making a presentation to their classmates, in a 90-minute block-scheduled class. One, using a laser pointer, highlights details in a slide of a Greek vase, which depicts a scene of Aeneas escaping from Troy with his father and his small son. He tells what is known of the artist and identifies the figures in the painting, pointing out the attributes of the divinities and the hero. His partner gives some background on the technique of Athenian black figure vases. Next, both recall with the class the details of the story and ask how this episode relates to the major themes of the epic. Then they give the class a handout they have prepared with the Latin text and translation of the relevant passages in the *Aeneid*, and the class reads these with special attention to the Greek vase. They invite the class to make a close comparison between the words of Vergil's text and the artistic depiction on the slide, asking which is more detailed and what significant differences there are.

After their ten-minute presentation, the next team explains its slide until all nine have been presented. At the next class meeting, Ms. Gushman invites discussion comparing the different media, the different approaches to the conceptualization of the scenes, and their relative effectiveness. Students are encouraged to choose their favorites and justify their preferences.

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
- 5.1 Students use their knowledge of Latin or Greek in a multi-lingual world.

The class assignment was to research nine works of art based on themes from the *Aeneid*. The nine slides include: *The Judgment of Paris*, Attic black-figure amphora, Antimenes Painter; *Zeus Carrying Off Ganymede*, painted terracotta from Olympia; *The Wedding of Peleus and Thetis*, "The Françoise Vase"; *Zeus*, bronze statue from Cape Artemision; *Laocoön*, marble statue, Rome; *Varvakeion Athene*, marble cult

statue; *King and Warriors / Ajax and Achilles Gaming, with Athena*, Attic black-figure amphora; *Achilles dragging the body of Hector around the tomb of Patroclus*, Attic black-figure hydria; *Escape of Aeneas with Ascanius and Anchises*, Attic black-figure amphora.

Each team was responsible for one slide, which they researched by using the following tools in their media center:

1. Slides (provided by the teacher) and slide viewers
2. The Paratext Vergil Reference CD-ROM, containing the Latin text, notes and translation; a manual of mythology; quotations; word lists; search capabilities
3. Web sites for Greek and Roman art (especially *Perseus*)
4. Resource books from the media center, e.g., the 16 volume *World Encyclopedia of Art*

The students spend one 90-minute block period in the media center, a week to meet on their own with their teams and prepare the presentation on their assigned slide, another block period in the presentations, and about twenty minutes in a wrap-up discussion.

Reflection

- 1.1 Students read passages from the *Aeneid* depicted in the art works.
- 2.2 Students examine products of ancient artists and note how these artists interpreted the scenes from the *Aeneid* that they are currently reading.

- 3.1 Students use knowledge of the *Aeneid* to understand the works of art, and vice versa.
 5.1 Students use the tools of technology to participate in the community of classical scholars to gain and share knowledge.

This assignment proves especially valuable for its interdisciplinary nature, allowing students to research art techniques and topics in the history of art. Besides introducing students to a new way of seeing characters and events in the *Aeneid*, a very attentive examination of Vergil's words is required for their correlations.

Using CD-ROM and Internet technology provides a valuable tool for future academic and personal projects. Further use of this sort of technology is applicable to archaeological, geographical, historical or political topics related to many Latin texts. Classical literature has inspired countless art works. A natural follow-up to this activity would be a visit to an art gallery to view ancient (and/or modern) sculpture or painting on ancient themes.

Ms. Kevin Gushman

Yorktown High School, Arlington, Virginia

C IS FOR CANIS

The third grade students at Thomas O'Brien Academy of Science and Technology, an inner city public elementary magnet school, are studying *Living Things — Plants, Animals, and Homo Sapiens* as part of a whole school curricular theme. Students look at a picture of a dog and hear Mrs. Gascoyne, their Latin teacher, pronounce the Latin word *canis*. Students repeat the Latin word *canis*. They think of how it might be spelled (someone suggests a "k") and watch as the Latin word is written on the board. Then the students try to think of an English word that starts out like *canis* and means "of or like a dog." They suggest and then discuss the words *canine*, *canine teeth*, and the genus *canis* used in scientific names. All of a sudden "K-9" has new meaning.

Next students look at a picture of the dog *Cerberus* and answer simple Latin questions about the number of heads, eyes, noses, mouths, ears, legs, and feet that *Cerberus* has: *Quot capita habet Cerberus? - oculos? nasos? ora? crura? pedes?* They know numbers and body parts from previous games they have played. Students share what they already know about the mythology of *Cerberus*, often from Saturday morning cartoons. Students listen as the teacher fills in further information about this unusual dog. Students then look at a constellation chart and search for the word *canis* among the stars. They find *Canis Major* and *Canis Minor* and discover what these Latin expressions mean.

Finally, students look at a photograph of the *Cave Canem* mosaic from ancient Pompeii. The class learns the location of the mosaic, its purpose, and the meaning of the Latin phrase in the design. In the course of discussing the phrase, students will notice the difference in the spelling of *canis* and *canem*. A developmentally-appropriate grammar explanation follows. "He's *canis* when he does something and *canem* when somebody does something to him,"

Standards addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- 4.2 Students compare and contrast their own culture with that of the Greek or Roman world.

according to Mrs. Gascoyne. "But that doesn't make sense," says Sara. Mrs. Gascoyne asks Sara to tell the class that she sees the dog. Sara says, "I see the dog." Then Mrs. Gascoyne asks her to tell the class that the dog sees her. "The dog sees me," says Sara. "Sara, why did you call yourself "I" in one sentence and "me" in the second sentence?" This concept takes a while to grasp, but some students get it.

Students talk about how people today would call public attention to the presence of a watch dog by putting a sign in the window. The next day the class reviews the lesson by listing on chart paper the various ways in which the Latin word *canis* was used and is still used today. Working in small groups, students fashion mobiles that illustrate the vocabulary and phrases learned in the lesson. They end the lesson by singing a bilingual song about their dog named B-I-N-G-O. But, *mirabile dictu*, his name has changed to C-A-N-I-S.

Reflection

- 1.1 Students read and understand Latin words and phrases that include *canis*, the Latin word for dog.
- 1.2 Students hear, pronounce, sing, and write the Latin words and phrases that include *canis* and words for numbers and body parts.
- 2.2 Students expand their knowledge of mythology through the story of *Cerberus* and understand how Roman houses might be guarded by watch dogs and how people were warned of their presence; they see the *Cave canem* mosaic from Pompeii.
- 3.1 Students learn about the use of the Latin word *canis* in scientific names and constellations.
- 4.1 Students recognize and use English words that are related by derivation to the Latin word *canis*.
- 4.2 Students compare and contrast the use of watchdogs and how attention is directed to their presence today even as it was in ancient Roman times.

Third graders are eager to learn and share what they know. The theme that they are studying runs through all their subject areas. In this class Latin is the medium for learning about animals, a part of the current interdisciplinary theme for the whole school. The content of the Latin class merges into the regular third grade classroom lessons in science and language arts.

The lesson builds on previously learned vocabulary and language structures and from the content of the world that inner city children bring to school. Students are encouraged to talk and share and to discover things on their own—to search for the stars, to make sense out of a language that uses two forms of the word for the same thing, to meet a dog with three heads, to make a mobile and feel the Latin words in their fingers, to sing an old song with new words.

Joanne Gascoyne

Thomas O'Brien Academy of Science and Technology, Albany, New York

A GEOGRAPHY LESSON

Students at Lincoln High School, a large public school in Tallahassee, Florida, are learning classical geography in the early weeks of their Latin I class. Mrs. Bower first points out the major cities, provinces, rivers, lakes, seas, and other geographical features on a wall map of the Roman world at the time of Trajan. She identifies each one in complete Latin sentences, which the students repeat after her. Students earn points by giving answers in Latin to a series of questions such as "Quae insula est haec?" or by responding to commands such as "Demonstra duas Romas in charta mundi novi." (A map of the Western hemisphere is also available.)

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
- 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

After this oral exercise the teacher leads a discussion in English on Carthage and the effect which its location had on Rome. This leads to a review of the students' prior knowledge of Hannibal and his trek across the Alps, which the students located earlier in the lesson. The teacher adds a mythological dimension to this discussion by narrating briefly the story of Dido and Aeneas.

Students then receive blank maps and a

list of the locations just discussed in class. They proceed to locate and write a short sentence in Latin about each item. The students then read each other's work.

Reflection

- 1.1 Students read each other's short Latin sentences about geographical locations.
- 1.2 Students listen to Latin questions on geographical locations and respond to them in Latin.
- 2.2 Students learn classical geography and relate that knowledge to history and myth.
- 3.2 Students connect their knowledge of classical geography to that of the modern world.
- 4.1 Students understand noun/adjective and subject/verb agreement in both Latin and English.
- 4.2 Students compare the nomenclature of classical geography to that of North America.
- 5.2 Students compare the geographical interdependence of the ancient world to modern examples.

This activity could be used throughout the year and in successive courses at increasing levels of complexity. It may be especially suitable for introducing new units or new authors. Students learn correct pronunciation and noun/adjective and subject/verb agreement as well as geography and reinforce their knowledge through speaking and writing Latin. They also point out obvious similarities in the nomenclature of classical and modern geography and thus build a storehouse of geographical and linguistic information. In addition to assessing the students' work in the Latin discussion session, a written or oral test on the entire map lesson might be given the following day.

Lois Ann Bower

Lincoln High School, Tallahassee, Florida

THE GREEK AND LATIN CONNECTION

In Mr. Higgins' Latin IV class in The Gilbert School, a public high school in Winsted, a small rural town in Connecticut, students learn the Greek alphabet. They are learning the words for the

Standards Addressed:

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

letters by chanting them after the teacher who has grouped the alphabet into six groups of four letters: alpha, beta, gamma, delta . . . epsilon, zeta, eta, theta . . . iota, kappa, lambda, mu . . . etc.). The students learn the chant quickly and echo back and forth in the fashion of a football cheer. The teacher turns to the board and writes each letter, first upper case, then lower case, as the students slowly prompt

him with their chant, to accommodate the teacher's writing on the board. Students then see, in Greek, some words that have been taken from the Greek into Latin and then English. Examples include the following: *Parqūnon*, *Swkr̄sth\$*. *dr̄ma*, *p̄snqhr*, *kr̄asi\$*, *fain'menon*, *fmno\$*, *īkean'\$*. They discover that the English transliteration is *Parthenon*, *Socrates*, *drama*, *panther*, *crisis*, *phenomenon*, *hymn*, and *ocean*. They use a good English dictionary to determine more of the etymology of the words, and they use a Greek / English dictionary to discover meanings and changes that occur in the transformation from Greek to English. They keep a notebook to record what they have found. Then they practice their own skill by writing sample Greek alphabets as they quietly chant to themselves and check the letters with the sample on the board. In subsequent classes the students see some short quotations in Greek, e.g., *gnōqi seaut' n* (know thyself) and *ūn ἄρε- «n » 1'go\$* (in the beginning was the word), which they practice saying aloud, translate into English, and discuss. In a subsequent class, the students review and practice counting in Latin from one through ten. They write the words and Roman numerals, write the corresponding numbers in Greek, and compare them. The teacher explains that in antiquity, and to some extent in modern times, the Greeks used the letters of the alphabet as numbers. The students discover and discuss other ways in which Greek and Latin number words and symbols are used today in mathematics and sciences.

Reflection

- 1.1 Students begin to read words and sentences of ancient Greek.
- 1.2 Students learn the Greek writing system.
- 3.1 Students learn that some languages use different alphabets, and they observe the use of Greek and Latin in mathematics and science.
- 4.1 Students practice the Greek alphabet with English derivatives, and they observe interconnections of Greek, Latin, and English.

This lesson, with variations, can be carried out in one class period or several as a filler and a break from the regular routine. The lesson uses an oral technique as an introduction to writing and provides a quick way to learn the alphabet with a rousing drill. The lesson opens the door to reading short phrases of authentic ancient Greek. At more advanced levels the students could be given Greek phrases and sentences which parallel passages from the Latin authors they are reading (e.g., Homer's *Odyssey* and Vergil's *Aeneid*, Aristotle's *Nichomachean Ethics* and Cicero's *De Amicitia*). The lesson sparks Latin students with a curiosity for Greek to push for more (perhaps a separate class next year).

Based on an idea contributed by John Higgins

The Gilbert School, Winsted, Connecticut

Standards for Classical Language Learning

25

Archaeological Institute of America. 675 Commonwealth Ave., Boston, MA 02215.

Tel: 617-353-9361. Fax: 617-353-6550.

Access: <http://csaws.brynmawr.edu:443/aia.html>.

Classical Association of the Atlantic States. c/o Jerry Clack, Executive Director, Department of Classics, Duquesne University, Pittsburgh, PA 15282-1704.

Tel: 412-396-6450. Fax: 412-396-5197.

Access: <http://wings.buffalo.edu/academic/department/AandL/classics/caas/>.

Classical Association of New England. c/o Allan Wooley, Executive-Secretary, Dept. of Classical Languages, Phillips Exeter Academy, Exeter, NH 03833.

Tel: 603-772-4311. Fax: 603-778-4384. e-mail: awooley@exeter.edu.

Access: <http://www.hnet.uci.edu/classics/cane/cane.html>

Classical Association of the Middle West and South. c/o Prof. Gregory N. Daugherty, Department of Classics, Randolph-Macon College, P.O. Box 5005, Ashland, VA 23005.

Tel: 804-752-3732. Fax: 804-752-7231.

Access: <http://www.rmc.edu:80/~gdaugher/oca.html>.

Classical Association of the Pacific Northwest. c/o Prof. Catherine M. Connors, Department of Classics, Box 351110, University of Washington, Seattle, WA 98195.

Tel: 206-543-2267. Fax: 206-543-2266.

Access: http://weber.u.washington.edu/~alain/CAPN/CAPN_Homepage.html.

Committee for the Promotion of Greek. c/o Prof. Kenneth F. Kitchell, Jr., Department of Foreign Languages, Prescott 222, Louisiana State University, Baton Rouge, LA 70808-5306.
Tel: 504-388-6616. Fax: 504-343-5623.

National Committee for Latin and Greek. c/o Virginia Barrett, Chair, 11371 Matinicus Ct, Cypress, CA 90630.

Tel: 714-373-0588. Fax: 714-897-6681.

National Junior Classical League. Miami University, Oxford, OH 45056.

Tel: 513-529-7741. Fax: 513-529-7741.

Vergilian Society of America. c/o John Dutra, Executive Secretary, P.O. Box 817, Oxford, OH 45056.

Tel: 513-529-1482. Fax: 513-529-1516.

Access: dutra_jack@mso.msu.edu.

IN PRINCIPIO ERAT VERBUM: THE VERB AS KEY TO SYNTAX

Toward the end of their first year, Mr. Wooley's students at Phillips Exeter Academy read aloud the *Iudicium Paridis* (The Beauty Contest) in 230 words of Latin prose. In addition to translating the passage, they write about 15 sentences from Latin into English and 10 sentences from English into Latin with vocabulary previously learned but with syntax based in part on the Latin narrative. This lesson is part of a carefully coordinated progression to the reading of Caesar

in the fourth term. Quantity of vocabulary is considered less important than its being well understood, not only semantically but syntactically. Each of the few new vocabulary items allows a review of basic paradigms: e.g., *amor, amoris* is declined with an *-us, -a, -um* adjective in order to review both third and second declensions simultaneously. The relative pronoun *qui, quae, quod* presents the students with a new option in syntax, the relative adjective clause, which they compare

with adverbial subordinate clauses (already learned) introduced by *cum, ubi, quod, and dum*. Students consult their teacher's own handbook on the World Wide Web as a resource for constructing their sentences: Some Rules of the Road for the Art of Translating Latin (<<http://academy.exeter.edu:80/~awooley>>).

Reflection

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

This is a comprehensive presentation of Latin verb syntax. Students learn how the verb's primacy binds it to all the other words in the sentence or clause. The sentences for translation (in both directions) give practice in the linking verb, intransitive action verbs, transitive verbs, verbs complemented with dative, genitive, or ablative, and verbs with accusative direct object and objective complement.

The lesson has six steps: 1) Reading aloud a Latin text; 2) translating Latin sentences; 3) writing Latin sentences; 4) reviewing previous vocabulary, grammar and syntax; 5) analyzing new syntax; 6) reviewing the initial text. This general approach could be applied to many lessons at any level.

*Allan Wooley**Phillips Exeter Academy, Exeter, New Hampshire*

IS VERGIL'S DIDO "MISS SAIGON"?

Mrs. Haukeland's Advanced Placement Vergil students at Schreiber High School, a large suburban public school near New York City, are involved in a lively discussion about whether Dido could have acted differently and avoided the tragedy that ended her life. On the previous day, Mrs. Haukeland took her class to see the musical "Miss Saigon," whose plot is very similar to Book IV of the *Aeneid*. In both, a foreign soldier on his way home from war falls in love with a proud but vulnerable woman; a pseudo-wedding is held; ghosts visit and warn in both stories; and both end in abandonment, curses, and suicide. Both heroes, Aeneas and the young American soldier, Chris, unwittingly bring death to the women they love.

One student suggests that it is the war that is to blame: war always disrupts; rules of civilization no longer apply. Another suggests that Dido, and her counterpart, the beautiful young Vietnamese Kim, had to be sacrificed for "the greater good." Mrs. Haukeland asks how the greater good which Vergil envisions differs from America's in the chaotic aftermath of the Vietnam war.

The discussion moves on to "culture clash." Is it possible that neither of these couples had even the smallest chance of a lasting relationship because of the wide divergence in the perspectives and values of their different cultures? The students, in general, reject this suggestion, but one points out that Aeneas' Roman concept of honor (*pietas*) is very ethnocentric. The conflicts in both stories result from viewpoints that are inflexible and insulated. Another student suggests that these first encounters with "the other" often result in tragedy, but sometimes pave the way for subsequent understanding. The discussion passes quickly on to questions of conscience, honor, a woman's role in a relationship, and Fate—was the outcome inevitable from the beginning?

Before seeing the play, Mrs. Haukeland's class reviewed the plot, characters, and conflicts in Book IV of the *Aeneid*, which they have just finished reading and translating over the previous five weeks. Knowing the details from Vergil's story so well has enabled them to draw these numerous comparisons with the Broadway play and to produce such a spirited discussion. Mrs. Haukeland concludes their colloquium with a comment about timelessness and the reason that the classics are called classics.

Reflection

- 1.1 Students read Book IV of Vergil's *Aeneid* in Latin.
- 2.2 Students demonstrate an understanding of Roman perspectives through the reading of Book IV of the *Aeneid*.
- 3.2 Students recognize the influence of Latin literature on the artistic achievements of the modern world.
- 4.2 Students compare the themes and heroes of the *Aeneid* with those of their own culture.
- 5.2 Students recognize from their study of the *Aeneid* that cultural diversity has been an integral feature of society from antiquity.

Linking their reading of Vergil's *Aeneid* with attending a Broadway show caused many students to see the *Aeneid* in a completely new light. For instance, the experience capitalizes on the importance of music in the students' lives by considering Vergil's poetry in the light of its musical

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
- 5.2 Students use their knowledge of Latin or Greek in a multilingual world.

elements. The comparison of the two works enables students to view problems created by war and the ensuing collision of cultural values in a personal context. The students' emotional response to the living characters on stage affects their reactions to Dido and Aeneas' anguished parting.

The central questions of life—love vs. duty, self vs. society, destiny vs. action—are asked by both works. Each one provokes illuminations and responses in its own way. This kind of lesson goes far beyond the classroom and is very successful in creating a deeper personal involvement in the Latin literature that students read in class. The insights into Roman perspectives that provide the substance for this kind of discussion can only be gleaned from a careful reading of Vergil's text.

This type of comparative activity can be implemented with reinterpretations of ancient themes in various media, such as film, opera, live theater, and videotapes, e.g., *A Funny Thing Happened on the Way to the Forum* (Plautus); G.B. Shaw's *Pygmalion* and *My Fair Lady* (*Pygmalion*); *Romeo and Juliet* (*Pyramus and Thisbe*).

Ruth Adams Haukeland

Schreiber High School, Port Jefferson, New York

LANGUAGE CONNECTIONS

Most of the students in Ms. Marston's elementary Latin class speak Spanish as their first language; they are from an inner city background; English is their second language. They eagerly look forward to the Latin lessons each week that assist them in building connections between their native language and English through the study of Latin. As Ms. Marston circulates throughout the class, the students watch her hold up picture cards depicting members of a Roman

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.
- 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

family involved in various activities. They listen to her describe what is happening in the picture cards, e.g., *Marcus edit* or *Marcus sedet*, and the students repeat in unison. When she asks the students, *Quid agit Marcus*, as she holds up a card, the students' hands shoot up in eager anticipation of reciting.

After students have demonstrated their understanding of the action verbs, they see an overhead transparency with three headings written across the top: Latin, Spanish, and English. Students discuss the word mean-

ings under each heading and suggest additional derivatives in both Spanish and English. They see the connections that join their native language, their second language, and Latin. Students use sentence strips to compose their own descriptive statements in Latin and come, in turn, to the front of the class and hold up their sentences. As students are called upon to read the sentences aloud in Latin, another student holds up the corresponding picture. Ms. Marsten explains the role of each family member depicted on the picture cards, and the students spend a few minutes comparing these roles to those in their own families. At the end of the lesson, students record their vocabulary notes onto a replica of the overhead transparency and work in small groups to expand their list of derivatives. Since this lesson is part of a unit of lessons on food and dining habits of the ancient Romans, students then work on a "playlet" centering on a Roman family at a dinner, which they are preparing to present to their parents during a school assembly.

Reflection

- 1.1 Students read and understand simple Latin sentences.
- 1.2 Students repeat simple Latin phrases and respond to simple questions in Latin.
- 2.1 Students learn about the role of specific family members in a Roman family.
- 4.1 Students recognize words in Spanish and English that are derived from Latin.
- 4.2 Students compare the role of the members of their own families with those of the Roman family.
- 5.1 Students present their "playlet" at a school assembly for parents.

The activities included in this lesson involve student use of all four modalities: listening, speaking, reading, and writing. Because comparisons are made to English and Spanish, Latin becomes a vehicle for students to strengthen both their native and second language skills. The main focus of the program, however, is on learning the Latin language and Roman culture. Here this happens in a broad context that can enrich a student's entire academic program and sharpen life's skills.

Eilene Marston

Washington Elementary School, Burbank Unified School District, Los Angeles, California

MARKET DAY IN A ROMAN PROVINCE

Mrs. Pope's seven hundred (700) Latin I students are learning Latin in a two-way video, one-way audio distance learning classroom encompassing twenty-four states in the continental United States. Early in the school year the Latin class reads a passage in Latin from their textbook depicting a typical Roman family's visit to the market. They read the dialogue between the father, mother, and shop keeper and practice reading the

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.
- 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

Latin out loud, trying to comprehend the Latin. They are then presented with a video dramatization produced by the distance learning teaching staff in which elaborate costuming, sets, and props to simulate a market experience have been incorporated. Students then work with a partner on the Latin conversation given in their book. The teacher calls on students at different schools to read the conversation on the air while the other students listen. The discussion broadens to include trade, goods, money, clothing, roles of family members, numbers, derivatives, a comparison of cultures and shopping practices. Over a two-day period students write a Latin conversation that a family visiting the market might use to buy goods. A handout is provided with formulaic conversation and guidelines for the project. The students are required to write a conversation in Latin using the language skills and vocabulary they are working on at the time. They also research and design a background for their set and gather props. The students perform their skit and record it on a video tape that they send to the teacher. The teacher evaluates the tapes and then plays the skits for the other students to view during class. Students continue to practice their aural comprehension while they watch classmates enact these Roman scenes.

Reflection

- 1.1 Students read a simple Latin passage from their text.
- 1.2 Students read a dialogue out loud and comprehend the oral Latin. Students write a simple Latin skit.
- 2.1 Students learn and role-play a Roman market day.
- 4.1 Students recognize English words derived from the vocabulary being used.
- 4.2 Students compare and contrast their own shopping experiences with ancient marketing practices.

The basic activity of developing a dialogue and producing a skit can be used in a variety of cultural studies at all levels of Latin instruction, in both regular classroom and distance learning situations. It can be set at a variety of sites throughout the Roman world, thereby giving access to other cultures of the region. At upper levels peer editing can be incorporated into the final evaluation of the project. At all levels students become more efficient at integrating language, vocabulary, and cultural content through this type of activity. Most students thrive when given creative license within a structure of language and culture, rather than relying on predetermined, non-integrated textbook exercises.

Cindy Pope

TI-IN Network, San Antonio, Texas

PRONOUN POEMS

Ms. Luongo's eighth graders are finishing their first semester of Latin at St. Andrew's Middle School, an urban private school in Austin, Texas. They have learned nouns in five cases and have met the personal pronouns in the first and second persons. This week's lesson focuses on the third person pronoun, *is, ea, id*. Ms. Luongo introduces the pronoun forms orally in sentences. The students determine their meaning from the context. The teacher then presents the full declension of the pronoun for students to learn. Students chant the paradigm together and practice reading Latin sentences containing the pronoun forms. They discuss why the Romans often do not use this pronoun as the subject of the sentence, and they determine when they might want to use it. They compare the Latin with the English use of the subject pronoun. Then the students are instructed

to write a poem in Latin entitled "The Ten Best Things About . . . (their dog, their best friend, a family member . . .)" using forms of *is, ea, id* wherever possible. Students are required to use two or more case forms of the pronoun in their poems. Students supplement the vocabulary that they know by consulting English-Latin dictionaries. Students submit rough copies for their teacher's comments and then spend time in the computer lab, typing their poems

onto a disk. Students read each other's poems in the lab and help to proofread for errors. Final copies of the poems are illustrated and submitted for publication in the school's literary magazine, which features works in English, Spanish, and Latin.

Reflection

- 1.1 Students read simple Latin sentences containing *is, ea, id*.
- 1.2 Students recite and comprehend oral Latin. Students write simple Latin poems.
- 4.1 Students compare the forms and use of pronouns in Latin and English.
- 5.1 Students share their Latin poems with their school community.

This activity could be used at any level. Other pronouns or grammar points could be emphasized as well. The activity could be modified for different themes or holidays, such as "Things that I am thankful for" at Thanksgiving. A peer editing component could be added before the teacher gives feedback. Students could look for correct case forms and other required elements based on a peer-review guide supplied by the teacher. If a school does not have a literary magazine, students could create their own magazine or make posters with illustrations to hang in the school's halls. If the school sends home a parent newsletter, sample poems and translations could be included there. This activity is a good skill-builder since, in addition to providing a variety of ways to learn *is, ea, id*, it also promotes use of the other personal pronouns and practice in subject/verb and noun/adjective agreement.

Jennie Luongo

St. Andrew's Middle School, Austin, Texas

QUIS CAESAREM INTERFECIT?

When Latin II students in Dr. Beaton's class at Griffin High School, a suburban public school in Georgia, are introduced to the concept of indirect statement, they use the traditional *Clue* game. The activity stimulates responses in Latin to who killed Caesar, where, with what, and when. They explore a variety of other situations that result from the initial question. Students also

Standards addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

read an adapted passage of Suetonius' "Death of Caesar" in the *Divus Iulius*. They then review the plan for a Roman house and record the Latin names of the rooms on flash cards, which they arrange properly within a model of the Roman house. Next, students review the use of the *abative of place where* with the names of the Roman rooms. They then review the use of the *abative of means* and finally, the formation and

use of the five Latin infinitives. The teacher distributes a sample Roman house plan to each student. Students are divided into four equal groups. Students shuffle and distribute the person cards, place cards, and weapon cards to the four groups, reserving one from each as the solution cards. Upon entry into a particular room, a team makes its accusation by stating in Latin who killed Caesar in that room and with what weapon. After questioning another team for possible solution cards, the team may begin moving to another room or make a final accusation and recommend a course of action.

A discussion following the activity focuses on the differences that exist between ancient and modern houses. Discussion can also center on the character of Caesar and the reasons that he was targeted for destruction.

Reflection

- 1.1 Students use Latin to determine who is Caesar's killer.
- 1.2 Students formulate and understand a traditional Latin grammatical construction.
- 2.2 Students develop an understanding of the traditional Roman *domus*.
- 4.2 Students see and recognize the similarities and differences between modern and ancient homes. Students compare historical events of the ancient and modern worlds.

This activity integrates historical content with language use; it integrates communication and culture; it centers on a major historical character. The formulaic structure of the game allows the student to review the grammatical concepts of *abative of place where* and *abative of means*, in addition to proper formation and use of Latin infinitives with subject in the accusative case; and it requires the student to exercise judgment in supplying the appropriate infinitive. The activity stimulates the student to respond in Latin and to listen to oral responses from team members and to connect their language learning to a meaningful cultural activity centering on the *domus*.

This activity is also appropriate for a first year class where the teacher may change the indirect statement formula to a simple direct question. The cultural dimension of this activity can be changed by using a different setting, e.g., the ancient architectural wonders of the city *Roma*. The students may also explore another character from Roman history or mythology who would stimulate questions and discussion on the character and associated history. Other readings to support these changes would then be incorporated into the lesson.

Richard Beaton

Griffin High School, Griffin, Georgia

QUIS ES TU?

At Marshall Middle School, a suburban public school in Pittsburgh, Pennsylvania, eighth grade students in Mrs. Hannegan's Introduction to Latin A course are beginning the second nine weeks' term. They have learned the third person forms of present tense verbs from all four conjugations and the verb *sum*. In this lesson, students learn the pronouns *ego* and *tu* and the corresponding verb endings by asking and answering questions, writing dialogues and sentences, and reading stories.

In the classroom is a box of props, each of which represents a person and his or her occupation (e.g., a spoon for the *coquus*, a money bag for the *argentarius*, a serving jug for the *ancilla*, a scroll for the *poeta*). As each item is pulled from the box, students identify the member of Roman society associated with the prop and how and why he or she would use it (e.g., the *poeta* and his scroll). Students listen while the teacher holds each item and says, "Ego sum coquus. Ego cenam coquo," or "Ego sum ancilla. Ego vinum porto."

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

After a few repetitions, the teacher hands the items to students at random and asks, "Quis es tu?" The students respond to this question and to follow-up questions such as "Quid tu coquus" or "Quid tu portas?" Next, the students hand their props to other students and the questions are repeated with students questioning students.

After all students have responded to questions, the teacher gives out an exercise that requires them to ask and answer questions in writing. On the worksheet are pictures of characters with empty dialogue balloons. The students write appropriate questions and answers in the balloons. Later the students listen to and read a story containing dialogues that reinforce the new pronouns and verb endings. Finally, students use the new pronoun and verb forms in Latin sentences of their own.

Reflection

- 1.1 Students read simple sentences and stories containing first and second person pronouns as subjects.
- 1.2 Students make "I" and "you" statements and ask "you" questions orally. Students write Latin sentences containing first and second person pronouns and verb forms.
- 2.2 Students employ props representative of everyday items used by the Romans and discuss their cultural significance.

This is a high interest activity because of the use of props and the level of student involvement. Students hear and speak Latin and become accustomed to patterns before they see words in writing. After written exercises, students are able to draw conclusions about pronoun and verb forms and to apply their knowledge to further readings and to their own Latin composition. Culture is embedded in the lesson by the use of culturally authentic props and by reference to common Roman occupations.

Melody Hannegan

Marshall Middle School, Pittsburgh, Pennsylvania

ROMAN DRAMA

Students in Ms. Jog's seventh grade Latin class at Westridge School for Girls in Pasadena, California, are working on the fifth stage (chapter) of the *Cambridge Latin Course*. The Westridge School is an independent day school of 430 students; Latin is required in the seventh and eighth grades. The seventh grade class meets 3 days a week; this learning scenario encompasses 4 days of class time. The students first read aloud in Latin and then translate the Latin passages in the stage, not only for reading comprehension and accurate translation but also for the background they provide in understanding Roman drama. They discuss various types of dramatic performances focusing on pantomime, farce, and comedy. They make comparisons between these and other forms of entertainment they enjoy, such as slapstick (the Three Stooges) and sitcoms. Previously they have read in English selected scenes from Roman comedies (the *Aulularia*, *Rudens*, and *Mostellaria*), and scenes from Shakespeare (*Comedy of Errors*) for comparison.

Standards Addressed

- 1.1 Students read, understand, and interpret Latin or Greek.
- 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.
- 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.
- 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

into groups of 3 or 4 students to write their own dramas in English and Latin. Different types of drama are represented by the several groups. Each group must write five sentences in Latin, which become part of their drama. The students identify all grammatical aspects of the sentences they write. They spend a day writing and correcting their Latin sentences for accurate vocabulary, grammar and syntax. The teacher checks the content and mechanics of all the Latin sentences before the performance.

Each group rehearses and then presents its miniature drama to the entire class. Students prepare costumes and props for their performances. They even provide cushions for their audience and spray scented water into the air of their "theater." They gloss on the blackboard Latin words not known to the entire class.

Reflection

- 1.1 Students read Latin passages on Roman drama.
- 1.2 Students write Latin sentences to incorporate into their drama.
- 2.2 Students experience Roman culture by performing comedy.
- 3.1 Students compare Roman comedy to Shakespearean comedy.
- 4.2 Students compare modern entertainment to Roman comedy.

The goal of the lesson is to immerse seventh graders in reading Latin, to have them use the language actively in a culturally authentic situation, to help them experience an understanding of Roman drama and its influence, and to make comparisons of Roman drama to Elizabethan and modern comedy.

The teacher assesses the students in terms of the content of the written script, the accuracy of their Latin, oral and written, their use of the dramatic form, and their performance.

Anita Jog

Westridge School for Girls, Pasadena, California.

A ROMAN ELECTION

Mrs. Robinson's eighth grade Latin students at Harbor Day School in Corona del Mar stage an election while they are studying the Roman Republican Period. Students read a variety of original and adapted texts on the topic, including passages from Cicero, Catullus and Pompeian campaign graffiti.

Students discuss thoroughly the Roman political system, how elections were held, and what political campaigns were like. Students then prepare to reenact the election of 63 BC. Cicero presided over this election, and one of the two consular seats was hotly contested by the lawyer Sulpicius and the general Murena. Students discuss the different personalities and qualifications of these two men and the general state of affairs in the Roman world, and they compare them to modern American elections, campaigns, and candidates.

Students receive instruction on Latin commands, greetings, questions, and responses. Simple sentence constructions are reviewed. Then every student receives a personal "voter profile" with name, occupation, family background, ties to candidates, and other pertinent information. Two students, chosen by the teacher to portray the candidates, write campaign speeches and learn how to respond in character to questions from the voters. The remaining students work in groups to produce Latin campaign posters to decorate the room and hall on election day. Latin slogans are checked for historical and linguistic accuracy. Election events can last one to three hours (longer versions include Roman lunch and victory games sponsored by the winner). Students dress in Roman attire. "Cicero" conducts the opening ceremonies.

After the candidates are introduced, they give their speeches, answer questions from the voters, give rebuttals, and mill among voters for a little handshaking. Finally, after all voters file past the voting boxes and cast their tokens, Cicero congratulates the winner who is acclaimed by the "voters."

Reflection

- 1.1 Students read and understand Latin slogans on campaign posters. More advanced students read background materials in Latin, such as Cicero's *Ep. ad Fam.* 4.1, 4.2, 4.5, 4.6, 4.12, *Att.* 1.1, *Pro Murena*, *9th Philippic*, *De pet. cons.*; Catullus' poems 49, 52, and 93.
- 1.2 Students and teachers use Latin commands, greetings and simple sentences and write Latin campaign slogans on posters.
- 2.1 Students demonstrate knowledge of the political life of the Romans.
- 4.2 Students read information on Roman campaigning and compare those practices with modern campaigns.

Staging a mock Roman election can be an exciting learning experience, complete with historical characters, priests, centurions, and forum campaigning. It also allows students with different talents to shine. Students discuss and write essays comparing modern and ancient campaigning. They write essays discussing their "Roman" family background and political ties and why they chose to vote for or against a candidate. Did they follow or break with family traditions? By introducing unadapted text and activities that use more Latin and less English, this scenario, originally created for beginning students, becomes appropriate for intermediate or advanced students.

Kathleen Robinson

Harbor Day School, Corona del Mar, California

Standards for Classical Language Learning

THE VOYAGE OF ST. BRENDAN

When reading a section from the *Voyage of St. Brendan*, a medieval Latin text, Mr. Hayes' Latin II and III students in William Hall High School, in a suburban Connecticut town, discuss the use of Latin in the Middle Ages, how it developed through the years, and to what extent it

reflected both common and formal speech. Students draw on their studies in a course in World Civilization to contribute to the discussion of the culture of the medieval period, especially as it continues, amplifies, or challenges the structures put in place in the late Roman empire.

Students, in pairs, read the Latin text which describes a group of sea-faring monks unwittingly camping out on the back of a whale, and the unexpected consequences that follow. They first read out loud in Latin, skim silently looking

for the main idea, generate a list of cognates, as well as a list of problem words which will be needed to render the passage into good English.

Students translate the first half of the text into English as accurately as possible and try to guess how the story will end. Then they read the second half and compare it to their guesses, and finally they relate the subject matter of this chapter to the previous chapters they have read.

Students then compare the story with other epic tales and long journeys in the literature with which they are familiar, making connections between the *Voyage of St. Brendan* and the *Odyssey*, the *Aeneid*, the *Bible*, and other texts. Finally, students mine the chapter for traces of linguistic change, both in terms of word formation and choice as compared to "classical" Latin, and also in the developing vocabulary of the nascent Romance languages.

As a culminating exercise, each student draws a simple black and white picture of the major action or a major feature of the text. The most cogent are reproduced on transparencies and used as guides in review and further discussion.

Reflection

- 1.1 Students read and understand an unadapted passage of medieval Latin.
- 2.1 Students observe the culture of some sea-faring monks at sea.
- 3.2 Students recognize the continuity of cultures as exemplified in the literatures of the ancient and medieval worlds.
- 4.2 Students learn how a basic theme, sea narrative, is changed and reshaped to reflect the age and culture that is retelling it.
- 5.1 Students learn about and reflect upon the development of the Romance languages from Latin.
- 5.2 Students read an exciting story by a first-rate story teller, whose authentic Latin is accessible to second year students.

Medieval texts provide a variety of material accessible and exciting for the intermediate Latin student. Here students learn that Latin is a communicative vehicle that survived the classical period and that good Latin literature continued to be produced well into the Renaissance. Cooperative learning is a good strategy for extensive reading and for engaging students in the acquisition of content as well as language skills. The lesson may be expanded to a short sequence of lessons or a unit as long as three weeks.

Thomas Hayes

William Hall High School, West Hartford, Connecticut

Glossary

- **Authentic materials**

For students and teachers of classical languages, authentic materials are the products of the ancient world. For students of Latin and Greek, unadapted literature is the most important authentic material. All the remains of the classical world contribute to our knowledge of their practices, their perspectives, their culture: literature, non-literary records, artifacts, art, architecture, and all the things that archaeologists unearth.

- **Beginning / Intermediate / Advanced**

(see Frequently asked Question 8, p. 43)

Elementary students, if Latin or Greek is taught continuously from the early grades, may be expected to demonstrate progress indicated by the beginning sample progress indicators by grade 6 or 8 (perhaps even by grade 4 if they begin a well coordinated program in kindergarten). Middle school students who study Latin or Greek every day in grades 7 and 8 should demonstrate beginning progress indicators by the end of grade 8. High school students should demonstrate beginning status by the end of their Level I course, intermediate status by the end of a Level III course, and advanced status by the end of a Level V or Advanced Placement Course. Such designations as Level I, II, and III place learning in a time frame that standards of excellence seek to avoid. In the scheme presented here, the progress of students in terms of standards of excellence or proficiency is the factor to be measured, not time.

*Middle school
students
who study
Latin or Greek
every day in
grades 7 and 8
should
demonstrate
beginning
progress
indicators by
the end of
grade 8.*

- **Culturally authentic**

The most culturally authentic materials are those the Romans used, read, saw, and touched. Because these materials are rare or inaccessible to most students, it is necessary to create materials that approximate what was known in the ancient world, e.g., a story in Latin about a Roman child's day in school. Although comprehension of an unadapted text is the ultimate goal, that is not often attainable by a beginning 7th grader. If the emphasis in created materials is culturally authentic, students learn culture at the same time that they are learning language.

- **Curriculum**

State frameworks provide a curricular and programmatic context. District curriculum further defines course content in a coordinated sequence. Course curriculum is a teacher's outline for a specific course of study (e.g., Latin I, Latin in grade 7, exploratory Latin for 10 weeks). Lesson plans translate curriculum into meaningful and creative activities for the individual classroom. The standards are meant as a guide to

curriculum development, not a substitute for it. Curricula vary according to teaching style, learning style, the teacher's philosophy of teaching and learning, students' ability, textbooks used, and available resources. Curricula designed to achieve the standards should vary in many ways: in specific lesson plans, in types of drill, and in choice of authors and literary works.

- **Framework**

Many states have chosen the word "framework" to title their documents guiding curriculum development at the district and local level.

- **Goal**

The standards are organized within five goal areas that make up classical language education: communication, culture, connections, comparisons, and communities. These are the goals established in *Standards for Foreign Language Learning: Preparing for the 21st Century*. Each goal is one strand that must be woven into the fabric of curriculum development at the state, district, and local levels.

- **Guidelines**

For Latin, a set of "national guidelines for Latin I and II" can be found in Davis, Sally, *Latin in American Schools*, Atlanta GA: Scholars Press, 1991. Some states are producing curriculum guides with more detailed models as supplements to their frameworks for curriculum development. These guides usually have models of classroom activity similar to the scenarios that appear in *Standards for Classical Language Learning*.

- **Level**

See "Beginning / Intermediate / Advanced," p. 38 and "Frequently Asked Questions," p. 43.

- **Literature**

Greek and Latin literature ranges at least from the 8th century B.C. through the classical periods of Greece and Rome, the Byzantine and Middle Ages, the Renaissance, and even into the present age. Epic, lyric, tragic and comic drama, satire, history, biography, oratory, philosophy, scientific, agricultural, and medical treatises, even the novel are among the genres read by students of Latin and Greek. This wealth of literature provides a broad base for choosing authors or genre. In addition, non-literary Latin and Greek provide a storehouse of authentic material to read: graffiti, inscriptions, coins, curse tablets. Caesar, Cicero, and Vergil have long been standard fare for high school students; they continue to be important models. However, the wealth of non-traditional authors and non-literary sources should not be ignored. *Standards for Classical Language Learning* does not mandate the study of any particular set of

*Standards
for classical
language
learning are
meant as a
guide to
curriculum
development,
not a substi-
tute for it.*

A standard describes what students should know and be able to do.

authors but is intended to guide students toward a mastery of the language that will enable them, at the most advanced level, to read any author of Latin or Greek.

- **Oral Latin or Greek**

The oral use of Latin or Greek includes reading or reciting Latin or Greek texts aloud (with proper attention to metrical structure, if the passage is poetry), asking and responding to questions, making statements, issuing and responding to commands. The word “speak,” a more natural substitute for “use orally,” has been avoided in order not to imply that “conversation” is an important part of the standard.

- **Progress Indicator**

A progress indicator gives a quick picture of what a student who has mastered a standard knows and can do in a specific situation. Under each standard are sample progress indicators for beginning, intermediate, and advanced students. The sample progress indicators are neither prescriptive nor exhaustive. Intermediate and advanced students are expected to exhibit the progress indicators of the lower levels as well as the progress indicators of their own level.

- **Reading**

Reading includes all of the following: reading aloud, paraphrasing content, analyzing grammar and syntax, interpreting meaning, and translating. All of these skills cannot be demonstrated simultaneously, and good pedagogy would elicit practice and assessment of the separate skills for different and specific purposes. Reading that employs all methods needed for an accurate interpretation of the original text is, in the broadest sense, philology.

- **Scenario**

A scenario is a picture in words of student performance in a classroom situation. It is a fully developed segment of curriculum, is articulated in a lesson plan, has activities, and uses specific linguistic and pedagogical strategies. The scenarios in *Standards for Classical Language Learning* list the standards addressed and the reflections of the teacher on the lesson.

- **Standard**

A standard describes what students should know and be able to do. Each goal area in *Standards for Classical Language Learning* contains two content standards.

- **Translation**

Translations are versions of a text in another language. They can range from close adherence to the original syntax to a free interpretation of

content. Translations can be a teaching device to measure comprehension; they can also be high art, demanding an expert command of English and Latin. (See “Frequently Asked Questions,” 6, p. 42.)

- **Writing**

Standards for Classical Language Learning uses writing to mean any of the following: taking dictation, translating from English into Latin or Greek, transforming Latin or Greek into different patterns of Latin or Greek while maintaining the meaning, creating free composition in Latin or Greek. The primary aim of such written work is to enhance the ability of students to read the languages.

Frequently Asked Questions

Q. 1. Why have national standards for classical language learning been developed when national standards for all foreign languages already exist?

A. 1. Language specific documents aligned with *Standards for Foreign Language Learning: Preparing for the 21st Century* have been commissioned by the National Standards in Foreign Language Education Collaborative Project. The joint effort of the American Classical League, the American Philological Association, and regional classical organizations has been endorsed and commended by our modern language colleagues. They are engaged in a similar activity within their professional organizations. The language specific standards documents are meant to be companion documents to the national foreign language standards.

Q. 2. Are the standards mandatory?

A. 2. No; the standards as published here are voluntary. They are intended to serve as a model for state and local policy makers and curriculum developers as they consider the role of classical languages in their schools. The standards propose a model to implement students' progress in reading classical languages and in achieving the five goals: communication, culture, connections, comparisons, and communities.

Q. 3. Which goal is most important?

A. 3. These standards have been developed with each goal relying heavily on the basic goal of reading the classical language. Reading Latin or Greek (Goal 1, Standard 1) permeates the other four goals. By reading the classical language students become immersed in the culture (Goal 2), make connections (Goal 3) and comparisons (Goal 4), and understand

... standards describe the best in current teaching practices and propose a model to implement students' progress ...

*Grammar is
an important
tool in un-
derstanding
meaning.*

and move more comfortably in the communities (Goal 5) of the world. Unlike the national standards for foreign language learning, the classical language standards stress the prime importance and value of reading.

Q. 4. Where is the list of classical authors, the usual canon?

A. 4. As school districts develop curriculum from the standards, they select the appropriate authors to be studied in their own schools. (See "Literature" in the "Glossary," p. 39.)

Q. 5. Where is the grammar?

A. 5. Grammar (morphology and syntax) is an important tool for understanding meaning. Students need tools and strategies to read with comprehension. Because each state, county, district, and teacher will choose the tools of instruction appropriate for its own students, curriculum guides and course outlines that are written as a subsequent step in the process of curriculum development will determine what items of grammar should be included to meet specific instructional needs. Grammar is addressed directly in Standard 1.1 and is implied throughout the standards. Each learning scenario needs to include the tools of grammar necessary to accomplish it.

Q. 6. Where and how does translation fit into the classical language learning standards?

A. 6. Reading and understanding Latin or Greek is Standard 1.1. There are many ways of determining what a student reads and understands. Translation into English is one of them. The standards for classical language learning do not mandate method; they are not textbook bound. Individual districts, textbook selection, an individual teacher's creativity, students' learning styles, and specific situations will determine where and how much translation into English is appropriate. Translating is an artful skill; sometimes what passes as a "literal translation" from Latin or Greek into English is not English at all.

Q. 7. Why does this set of standards not use grades 4, 8 and 12 as benchmarks for indicating progress as the national document does?

A. 7. Current Latin and Greek programs start at many places in grades K-12 and in the college and university curriculum. We do not anticipate that most programs will begin in kindergarten and extend through high school and beyond. Sample progress indicators are described for beginning, intermediate, and advanced classical language students regardless of their age or grade level. Activities, of course, must be age-appropriate and developmentally-appropriate to the student.

Q. 8. What happened to Level I, Level II, and Level III?

A. 8. Many innovative Latin programs have been developed since the 1960s that start Latin instruction in the early grades. New textbooks have been created for schemes more diverse than high school Latin I and II. Some states have mandated that foreign language instruction begin below the high school level. An increasingly more common program scheme is Latin in grades 7 and 8 that includes all the skills for entering Latin II in grade 9. This scheme allows for Latin V in grade 12 and an opportunity to use both of the separate Advanced Placement syllabi. In this scheme the progress indicators would be appropriate as follows: Beginning—grades 7 and 8 (Latin I); Intermediate—grades 9 and 10 (Latin II and III); Advanced—grades 11 and 12 (Latin IV and V, advanced placement). Students' progress in terms of standards of excellence or proficiency is the factor to be measured, not time. (See "Glossary, Beginning / Intermediate / Advanced," p. 38.)

Q. 9. What is the relationship of these standards to state frameworks, district curriculum, local curricular guidelines and lesson plans?

A. 9. *Standards for Classical Language Learning* is a national statement of what students should know and be able to do at three points in their development. State frameworks provide a curricular and programmatic context. District curriculum further defines course content in a coordinated sequence. Lesson plans translate curriculum into meaningful and creative activities for the individual classroom.

Q. 10. Where does assessment fit into the standards for classical language learning?

A. 10. Curriculum, instruction, and assessment are all parts of a fabric so tightly woven that the seams are barely detectable. Assessment is a part of instruction; a good teacher is constantly evaluating and assessing the student and the instruction. On the basis of the assessment, curriculum is adjusted. An assessment may be as informal as noting a student's smile of recognition or as formal as an Advanced Placement examination. The standards can serve as the basic blueprint for a final exam, as the plan for a textbook, or as the foundation of curriculum. They can also be the basis for state or national examinations.

Q. 11. How do the standards relate and connect to the Advanced Placement Tests in Latin, the Latin Achievement Test, the National Latin Exam, the National Greek Exam, and various regional and state examinations?

Curriculum, instruction, and assessment are parts of a fabric so tightly woven that the seams are barely detectable.

Standards do not measure time nor a student's age; they measure progress ...

A. 11. *Standards for Classical Language Learning* should be a standardizing force in the development of local, state, and national assessment tools. Each local, state, or national examination measures achievement of specific curriculum. Since *Standards for Classical Language Learning* already describes what is best in current classical language teaching and learning, some current assessment tools may adequately assess what the standards for classical language learning outline. All assessment tools, local, state, and national, need to be reviewed in light of the standards.

Q. 12. Will classical language teachers be given training to implement these standards?

A. 12. The ACL and APA hope to establish a team which will meet with various classical associations across the country to assist and train teachers and curriculum writers in the implementation of the standards.

Q. 13. What are the implications of these standards for college and university Classics programs and teaching?

A. 13. Standards of excellence are appropriate to students of all ages. Progress indicators may be different for beginners of different ages, but the standards will be the same. It may take four years for a middle school student to demonstrate the progress indicators of a beginning student. It may take one semester for a college student to demonstrate the same beginning progress. It may take a high school student three years to demonstrate intermediate progress. A university student may do it in two semesters. Standards are not measured by time nor by a student's age; they are measured by progress, i.e., what a student knows or can do at a specified point.

Q. 14. What are the implications of these standards for teacher training programs in Classics?

A. 14. Teachers new and experienced will need to know what their colleagues deem to be the learning standards for their discipline. Standards can guide curriculum development, as well as national, state, and local testing. Teachers need to be aware of the latest developments in their field; and teacher training programs in the Classics will need to reflect what is happening, guide prospective teachers, and lead the field in developing new teaching and learning strategies.

Q. 15. Are national standards an instrument intended to be used for teacher evaluation?

A. 15. No. Standards describe what students should know and be able

to do. If anything, they provide a base for student assessment. What a student knows and can do is, in part, the result of a teacher's instruction. Good teachers are aware of current pedagogical thinking and create an atmosphere that fosters learning as described in the sample progress indicators.

Q. 16. Why does *Standards for Classical Language Learning* specify that classical languages are for ALL students?

A. 16. When language instruction is appropriate to the ages, abilities, and learning styles of students, ALL students can learn classical languages. Model Latin programs in Philadelphia, Los Angeles, New York, Washington, Detroit, and Kansas City, among others, led the way in experiments to show that young students, students of many cultural backgrounds, and students of differing abilities can make progress toward learning a classical language and can demonstrate progress on the scale outlined in *Standards for Classical Language Learning*. Successful programs in classical languages currently exist in prekindergarten through graduate school; successful programs in classical languages currently exist for the academically talented and for the physically and/or academically challenged. Students study Latin and Greek whose native languages are not English and whose cultural heritages are widely diverse. Classical languages are for ALL students.

*Classical
languages
are for ALL
students.*

Bibliography and Resources

Classical Language Learning and Teaching Resources

Bender, H. V. 1996. "Audio-visual materials in the classics 1996 survey," *Classical World* 89.4.

This resource, which includes a complete list of providers, is up-dated and published by *Classical World* on an annual basis. See corresponding entry under Sebesta below.

Burns, M.A. and J.F. O'Connor. 1987. *The Classics in American Schools: Teaching the Ancient World*. Scholars Press.

Davis, S. 1991. *Latin in American Schools: Teaching the Ancient World*. Scholars Press.

This work is the most recently published work on the state of the profession. Davis describes the current situation of Latin and Greek programs in the United States, Canada, and Britain at each level from elementary school through university and provides curricular guidelines for high school Latin I and II. She appends a brief bibliography and list of useful addresses.

Davis, S., G. Daugherty, D. Larick, J. Mikalson, and J. Miller. 1991. "Preparation and training for teachers of Latin," *Classical Journal* 86.3 (February-March 1991) 262-267.

Jenkins, F.W. 1996. *Classical Studies. A Guide to the Reference Literature*. Libraries Unlimited.

This resource should be made available to every teacher and student of Classics at each level. The book is divided into seventeen chapters in three sections: Bibliographical Resources, Information Resources, and Organizations. See especially ch. 4: Topical Bibliographies; ch. 5: Bibliographies of Individuals (i.e., individual Greek and Latin authors); ch. 8: Specialized Dictionaries, Encyclopedias, and Handbooks (e.g., Art and Archaeology, History, Literature, and Mythology); ch. 15: Internet Resources; and ch. 17: Professional Associations and Societies. This resource also includes an Author/Title Index and Subject Index.

Jenkins, F.W. and N. Courtney. 1997. "Internet resources for classical studies," *College and Research Libraries News* 255-259.

This article provides some additional information supplemental to ch. 15 in the previous entry.

LaFleur, R. A. (ed.) 1987. *The Teaching of Latin in American Schools*. Scholars Press.

LaFleur, R. A. (ed.) 1998 (forthcoming). *Latin for the 21st Century: From Concept to Classroom*. Glenview, IL: Scott Foresman-Addison Wesley.

This is the first Latin methods and resource text to appear since the 1960s.

Lawall, G. 1988. *ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs: Latin and Greek*. Yonkers, NY: ACTFL.

- Santirocco, M. S. (ed.) 1987. *Latinitas*. The tradition and teaching of Latin. Special issue of *Helios* (14) 2.
- Saraceni, J. E. 1997. "What's on line? Digging into the World Wide Web, Part II," *Archaeology* 50. March/April 71-77.
The editors of *Archaeology* include an informative section on multimedia in each issue. Other recent topics: Creative offerings from *Time Life* (January/February 1996); Surfing ancient lands. A Guide to CD ROMS (May/June 1996).
- Sebesta, J. L. 1996. "Textbooks in Greek and Latin, 1996 Survey." *Classical World*, 89.4.
This resource is updated on an annual basis by the publishers of *Classical World*. In addition to providing a meticulously up-to-date and complete listing of available texts, Sebesta provides a full directory of textbook publishers.
- Solomon, J. (ed.). 1993. *Accessing Antiquity. The Computerization of Classical Studies*. University of Arizona.

National Standards in Foreign Language Education

National Standards in Foreign Language Education Project. 1996. *Standards for Foreign Language Learning: Preparing for the 21st Century*. Lawrence, KS: Allen Press.
This work presents the current national standards for foreign language education in the United States. The following works provide additional information:

Draper, J. 1993. "National standards in foreign language education: Answering the questions," *ERIC/CLL Bulletin* (17) 1.

Education Week. 1995. *Struggling for Standards: An Education Week Special Report*. Washington, D.C.: Education Week.

Phillips, J. and J. Draper. 1994. "National standards and assessments," in G. Crouse (ed.), *Meeting New Challenges in the Foreign Language Classroom*. Report of the Central States Conference on the Teaching of Foreign Languages. Lincolnwood, IL: National Textbook Company.

Some Useful Addresses

ACL/NJCL National Latin Exam. c/o Jane Hall, Director. P.O. Box 95. Mt. Vernon, VA 22121.

American Classical League and Teaching Materials Resource Center. Miami University. Oxford, OH 45056. c/o John A. Dutra, Director. Tel: 513-529-7741. Fax: 513-529-7742.
Access: <http://www.umich.edu/~acleague/>.

American Philological Association. John Marincola, Executive Director, 19 University Place, Room 328, New York University, New York, NY 10003-4556. Tel: 212-998-3575, Fax: 212-995-4814. e-mail: american.philological@nyu.edu
Access: <http://scholar.cc.emory.edu/APA/APA-MENU.html>.

全美中小學中文學習目標

Standards for Chinese Language Learning

COMMUNICATION 溝通 GOAL ONE

運用中文溝通

Communicate in Chinese

Standard 1.1 語言溝通

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2 理解詮釋

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3 表達演示

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CONNECTIONS 貫連 GOAL THREE

貫連其他學科

Connect with Other Disciplines and Acquire Information

Standard 3.1 觸類旁通

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2 博聞廣見

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

CULTURES 文化 GOAL TWO

體認中國多元文化

Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1 文化習俗

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.

Standard 2.2 文化產物

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

COMPARISONS 比較 GOAL FOUR

比較語言文化之特性

Develop Insight into the Nature of Language and Culture

Standard 4.1 比較語文

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2 比較文化

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

COMMUNITIES 社區 GOAL FIVE

應用於國內與國際多元社區

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 學以致用

Students use the Chinese language both within and beyond the school setting.

Standard 5.2 學無止境

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

NADSFL
**National Association of District Supervisors
of Foreign Languages**

**Characteristics of Effective
Foreign Language Instruction**

Characteristics of Effective Foreign Language Instruction

The National Association of District Supervisors of Foreign Languages has identified the following characteristics of effective foreign language instruction. These guidelines provide a basis for common understanding and communication among evaluators, observers, and practitioners in classrooms where foreign/second languages are taught. The Characteristics focus on the students who are the recipients of effective foreign language instruction.

The Characteristics reflect the National Standards for Foreign Language Learning (1996) and focus on the five goal areas of Communication, Connections, Comparisons, Cultures, and Communities. The Characteristics reflect also the importance of language learning strategies, diverse learning styles, the use of authentic cultural documents, and the use of technology as an instructional tool. The Characteristics are a companion resource to the National Standards for Foreign Language Learning, state frameworks, and local curriculum guides.

1. The teacher sets high expectations for all students, designs assessment, and organizes instruction to engage and motivate all learners.
2. The teacher and students communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers.
3. There is more student activity than teacher activity in most lessons. Student activity includes student to student interactions as well as teacher to student interactions. Students work independently, in pairs, and in groups. Students ask and answer questions and they create with language.
4. Students take risks as language learners because the learning environment is positive and supportive.
5. When error correction is appropriate, students are given opportunities, including wait-time, to self-correct. Teacher correction of student errors is often done through follow-up review and reteaching strategies.
6. Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objectives of the lesson. Continuous self-assessments for students and teachers are encouraged.
7. Students use language specific learning strategies and are encouraged to assess their own progress.
8. Culture is a natural component of language use in all activities.
9. All students are guided to use all levels of thinking skills, e.g., they repeat, recognize, and recall as well as apply, create, and predict.
10. The diverse learning styles of all students are considered in the teacher's instructional planning.
11. Students have positive attitudes toward cultural diversity which are often demonstrated in the learning environment.
12. The physical environment including displays of student work is instructional, motivational, and informative.
13. Students and teachers are not text-bound during instructional time. It is obvious that the text is a tool, not the curriculum.
14. Students and teachers use a variety of print and non-print materials including authentic target language sources.
15. Technology, as appropriate and available, is used by students and teachers to facilitate learning and teaching.

NOTE: Listening, speaking, and authentic non-print materials are emphasized, but to a lesser degree, in Latin and Classical Greek instruction.

*Revised and Approved at Annual Meeting, November 1999

The Characteristics of Effective Foreign Language Instruction were developed in collaboration with and based on work done by the Montgomery County Maryland Public Schools.

**National Standards
for
Foreign Language Learning
in the
21st Century**

World Languages Standards for the state of Connecticut are derived from the Standards for Foreign Language Learning in the 21st Century developed by the American Council on the Teaching of Foreign Languages (ACTFL), commonly referred to by world languages professionals as the "national standards" and the ACTFL Performance Guidelines for K-12 Language Learners.

World Languages Standards outline performance progress in three distinct stages of language learning: *novice/beginning*, *intermediate* and *advanced*; these stages were chosen because they describe the language learning process, as well as of a student's level of proficiency.

Students entering at the *novice/beginning* stage learn basic skills regardless of the students' grade level. A student at the **intermediate** stage will be able to use short phrases, and create simple sentences, and is tested for proficiency and fluency in any of the five goals using the target language. Students benefiting from a 1-12 language experience will reach the **advanced** stage and be able to participate in the target language in analytical and higher-level tasks similar to those in his/her core and other elective subjects. On succeeding pages the three stages are further described with examples of performance indicators.

Primary Goals

The national standards set forth the five interrelated goals for language learning –communication, culture, connections, comparisons, and communities.

Goal One: ***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 for a variety of topics.*

Goal Two: ***Gain Knowledge and Understanding of Other Cultures***

- 2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of cultures studied.*
- 2.2 *Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.*

Goal Three: ***Connect with Other Disciplines and Acquire Information***

- 3.1 *Students reinforce and further knowledge of other disciplines through world languages.*
- 3.2 *Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.*

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

Goal Five: ***Participate in Multilingual Communities at Home and Around the World***

- 5.1 *Students use the language both within and beyond the school setting for a variety of purposes.*
- 5.2 *Students show evidence of becoming life-long learners by using the world language for personal enjoyment and enrichment.*

Goal One: Communicate in Languages Other than English**Standard 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.****Novice/Beginning:**

Students are able to:

- a. Express basic needs, basic courtesies.
- b. Express state of being, likes and dislikes, agreement and disagreement.
- c. Respond to one-on-one interactions.
- d. Ask and answer simple questions.
- e. Make and respond to simple requests.

Intermediate:

Students are able to:

- a. Elaborate on needs, interact in basic survival situations.
- b. Incorporate appropriate gestures into conversations.
- c. Create simple descriptions within a context.
- d. Qualify likes and dislikes, support opinions.
- e. Describe a problem.
- f. Make suggestions and recommendations.
- g. Exchange information with peers and others.
- h. Provide and request clarification, use different ways to express the same idea (circumlocution).
- i. Give and follow directions in a familiar context.
- j. Speak or write spontaneously.

Advanced:

Students are able to:

- a. Manage unforeseen circumstances and complicated situations.
- b. Converse using language and behaviors that are appropriate to setting.
- c. Create detailed oral descriptions within a context.
- d. Exchange personal feelings and ideas for the purpose of persuading others.
- e. Express individual perspectives and defend opinions, collaborate to propose solutions to problems, negotiate a compromise.
- f. Initiate, sustain and conclude conversations on a wide variety of topics.
- g. Ask and respond to open-ended questions.
- h. Use a variety of language strategies to convey meaning (short, responsive comments, pause fillers, circumlocution).
- i. Give and follow directions in an unfamiliar situation.
- j. Speak or write spontaneously.

Goal One: Communicate in Languages Other Than English**Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.****Novice/Beginning:**

Students are able to:

- a. Respond appropriately to directions, instructions and commands.
- b. Make an identification based on simple oral and/or written descriptors.
- c. Understand and respond to developmentally appropriate material.
- d. Respond to speech of peers and familiar adults on a given topic.
- e. Identify aural, visual and context clues.
- f. Comprehend and respond to simple personal written communications; such as, notes, invitations and letters.
- g. Identify main ideas and key words in oral and written material.

Intermediate:

Students are able to:

- a. Respond appropriately to a series of directions, instructions and commands.
- b. Respond appropriately to complex oral and/or written descriptors.
- c. Derive meaning from selected authentic materials.
- d. Respond to speech of persons sympathetic to second language learners.
- e. Use aural, visual and context clues to derive meaning.
- f. Comprehend and respond to formal written communications; such as, business or official documents.
- g. Identify main ideas with supporting details in written material.

Advanced:

Students are able to:

- a. Respond appropriately to complex directions, instructions and commands intended for native speakers.
- b. Analyze information based on complex oral and/or written descriptors.
- c. Interpret and analyze cause and effect, relationships and sequencing in authentic materials.
- d. Respond to speech of native speakers who are not used to communicating with second language learners.
- e. Apply diverse strategies to derive meaning and detail from unfamiliar material.
- f. Respond appropriately to mood and implied meaning i.e., sarcasm, humor, irony, of written communication.
- g. Summarize or restate secondary conversations.
- h. Interpret and analyze the main idea and significant details from authentic materials and literary samples.
- i. Research and synthesize information from a variety of sources.

Goal One: Communicate in Languages Other Than English**Standard 1.3 Students convey information, concepts and ideas to listeners and readers for a variety of purposes.****Novice/Beginning:**

Students are able to:

- a. Give commands and instructions.
- b. Give directions orally and in writing using simple phrase.
- c. Write a personal communication such as a note, letter, or invitation.
- d. Summarize main idea of selected authentic and/or contextualized material.
- e. Present prepared material to an audience.

Intermediate:

Students are able to:

- a. Explain a process based on prior knowledge an/or experience.
- b. Give a description orally and in writing using complex sentences.
- c. Produce formal and informal written communication.
- d. Interpret information from authentic material to an audience.
- e. Narrate, present, past and future events.

Advanced:

Students are able to:

- a. Explain a complex process incorporating detailed instructions
- b. Give directions orally and in writing using complex, detailed paragraphs.
- c. Produce a written sample to convey a mood, implied meaning, or abstract idea.
- d. Create an analysis of authentic media or literacy samples and present it to an audience.
- e. Formulate and defend a position on a research issue.
- f. Elaborate on present, past and future events.

Goal Two: Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate and understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Novice/Beginning:

Students are able to:

- a. Identify and react to cultural perspectives and practices in the culture studied.
- b. Recognize and interpret language and behaviors that are appropriate to the target culture.
- c. Identify some commonly held generalizations about the culture studied.
- d. Identify social and geographical factors that affect cultural practices.
- e. Identify common words, phrase and idioms that reflect the culture.

Intermediate:

Students are able to:

- a. Describe and analyze cultural characteristics and behaviors in daily life.
- b. Identify differences in cultural practices among same-language cultures.
- c. Produce language and behaviors that are appropriate to the target culture.
- d. Analyze some commonly held generalizations about the culture studied.
- e. Discuss social and geographical factors that affect cultural practices.
- f. Interpret the cultural connotations of words, phrases, and idioms.

Advanced:

Students are able to:

- a. Analyze the development of different cultural practices.
- b. Compare and contrast cultural practices among same language cultures.
- c. Apply language and behaviors that are appropriate to the target culture in an authentic situation.
- d. Evaluate some commonly held generalizations about the culture studied.
- e. Analyze social and geographic factors that affect cultural practices.
- f. Integrate culturally embedded words, phrases and idioms into everyday communication.

Goal Two: Gain Knowledge and Understanding of Other Cultures**Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied.****Novice/Beginning:**

Students are able to:

- a. Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied: such as art, literature, music, dance, etc.
- b. Identify and explain how the needs, behaviors and beliefs of the culture are reflected in the products/contributions of the culture studied.
- c. Identify expressive forms of the target culture.
- d. Recognize the contributions of the target culture.
- e. Identify the products of the target country/countries.

Intermediate:

Students are able to:

- a. Analyze the relationship between cultural perspectives and products/contributions *as* represented in expressive forms of the culture studied: such as art, literature, music, dance, etc.
- b. Discuss and analyze external factors, which affect products/contributions of the culture studied.
- c. Analyze the expressive forms of the target culture; such as art, literature, music, dance, etc.
- d. Explain objects, images and symbols of the target culture.
- e. Analyze the contributions of the target culture.
- f. Identify the economic/social impact of products on the world market.

Advanced:

Students are able to:

- a. Describe the target culture through its visual arts--architecture literature music, etc., using the target language.
- b. Analyze contributions of diverse groups within the target culture.
- c. Evaluate the expressive forms of the target culture, such as art, literature, music, dance, etc.
- d. Analyze the cultural significance of objects, images and symbols of the target culture.
- e. Evaluate the effects of the target cultures contributions on other societies.
- f. Assess the economic/social impact of products on the world market.

Goal Three: Connect with Other Disciplines and Acquire Information**Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.****Novice/Beginning:**

Students are able to:

- a. Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and other disciplines.
- b. Identify through foreign language resources, information for use in other disciplines.

Intermediate:

Students are able to:

- a. Transfer and apply, within a limited context, information and skills common to the foreign language classrooms and other disciplines.
- b. Analyze the information gathered through foreign language resources for use in other disciplines.

Advanced:

Students are able to:

- a. Apply, within an unfamiliar context, information and skills common to the foreign language classrooms and other disciplines.
- b. Locate world language resources and synthesize information for the use in other disciplines.

Goal Three: Connect with Other Disciplines and Acquire Information**Standard 3.2 Students acquire information and perspectives through authentic materials in the foreign language and within cultures.****Novice/Beginning:**

Students are able to:

- a. Extract information from sources intended for native speakers of the language.
- b. Use authentic sources to identify the perspectives of the target culture.

Intermediate:

Students are able to:

- a. Analyze and apply information from sources intended for native speakers of the language.
- b. Use authentic sources to analyze the perspectives of the target culture.

Advanced:

Students are able to:

- a. Acquire and synthesize information from sources intended for native speakers of the language.
- b. Use authentic sources to synthesize the perspectives of the target cultures.

Goal Four: Develop Insight into the Nature of Language and Culture**Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.****Novice/Beginning**

Students are able to:

- a. Identify the sound patterns of the target language and compare them to the student's own language.
- b. Identify the structural patterns of the target language and compare them to the student's own language.
- c. Identify the idiomatic expressions of the language.
- d. Identify connections among languages.

Intermediate:

Students are able to:

- a. Apply, within limited contexts, the sound patterns of the target language

- b. Apply, within limited contexts, the structural patterns of the target language and compare them to the student's own language.
- c. Compare and contrast idiomatic expressions of the language and the student's own language.
- d. Explain the changing nature of languages.

Advanced:

Students are able to:

- a. Apply, in a variety of contexts, the sound patterns of the target language
- b. Use knowledge of structural patterns in both the target language and the student's own language to communicate effectively.
- c. Use idiomatic expressions of the language in the correct context.
- d. Describe how languages influence each other.

Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**Novice/Beginning**

Students are able to:

- a. Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
- b. Identify similar and different behavior patterns between the target culture(s) and the student's own culture.
- c. Identify the contributions of the target culture(s) to the student's own culture.
- d. Identify expressive and utilitarian forms of the target culture(s).

Intermediate

Students are able to:

- a. Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
- b. Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.
- c. Identify the impact of the contributions of the target culture(s) to the student's own culture.
- d. Compare and contrast expressive and utilitarian forms of the target culture(s) and the student's own culture.

Advanced:

Students are able to:

- a. Explain the significance of the similarities and differences between the target culture(s) and the students' own cultures with evidence from authentic sources.
- b. Use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in the target culture(s) and the students' own culture
- c. Analyze the impact of the contributions of the target culture(s) to the student's own culture.
- d. Identify ways in which various culture(s) interact with each other in the student's own community.
- e. Use utilitarian forms of the target culture(s) and the student's culture appropriately.
- f. Analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the students' own cultures.

Goal Five: Participate in Multilingual Communities at Home and Around the World**Standard 5.1 Students use the language both within and beyond the school setting for a variety of purposes.****Novice/Beginning**

Students are able to:

- a. Identify the target language in the student's daily life.
- b. Share knowledge of target language with others.
- c. Locate connections with the target culture through the use of technology, media, and authentic sources.
- d. Locate resources in the community to research the target culture(s).

Intermediate

Students are able to:

- a. Respond to the target language encountered in the student's daily life.
- b. Establish connections with the target culture through the use of technology, media, and authentic sources.
- c. Use resources in the community to research the target culture.

Advanced

Students are able to:

- a. Interact appropriately in the target language in real life situations.
- b. Maintain connections with the target culture through the use of technology, media and authentic sources.
- c. Analyze the role of the United States in the world arena as viewed by other cultures using authentic sources.
- d. Analyze the interdependence that exists between the student's own culture and the world.
- e. Collaborate with resources in the community.

Framework for 21st Century Learning

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education. An overview of this framework, with links to more information, is included below:

1. Core Subjects.

The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.

2. 21st Century Content.

Several significant, emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today:

- **Global awareness**
- **Financial, economic, business and entrepreneurial literacy**
- **Civic literacy**
- **Health and wellness awareness**

3. Learning and Thinking Skills.

As much as students need to learn academic content, they also need to know how to keep learning - and make effective and innovative use of what they know - throughout their lives. Learning and Thinking Skills are comprised of:

- **Critical Thinking and Problem Solving Skills**
- **Communication Skills**
- **Creativity and Innovation Skills**
- **Collaboration Skills**
- **Information and Media Literacy Skills**
- **Contextual Learning Skills**

4. ICT Literacy.

Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning.

5. Life Skills.

Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. Life skills include:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

6. 21st Century Assessments.

Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter - core subjects; 21st century content; learning skills; ICT literacy; and life skills. To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized tests alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success

TPR:

After forty years, still a very good idea

Advance copy of an article which will appear in a future edition of the ETJ Journal,
a professional publication for teachers of English in Japan.

TPR: After forty years, still a very good idea

BY JAMES J. ASHER

Dr. James J. Asher is the originator of the Total Physical Response (TPR). Dr. Asher has demonstrated how to apply TPR for best results at more than 500 elementary, secondary schools and universities around the world, including a 1983 lecture tour in Japan sponsored by JALT. He is the recipient of many awards for excellence in teaching and research. He is an emeritus professor of psychology and former associate dean at San Jose State University in San Jose, California.

Way back in 1965, I demonstrated a powerful linguistic tool in a pioneer experiment using the Japanese language with my research associate, Dr. Shirou Kunihira. That tool is the Total Physical Response, now known worldwide as simply, TPR. Since that time, scores of language classes using TPR in countries around the world have enjoyed successful results for students acquiring European, Asian, Indian and Semitic languages.

Why comprehension is important

TPR research opened up the concept that for children and adults acquiring another language in school, success can be assured if comprehension is developed before speaking. One important reason: Everywhere on earth in all languages throughout history, there is no instance of infants acquiring speaking before comprehension. Comprehension always comes first with speaking following perhaps a year later.

A second reason is that talking and comprehension are located in different parts of the brain. Talking comes from Broca's area located in the frontal lobe of the left brain. If there is damage in Broca's area, one may understand what people are saying but the person is unable to speak. Understanding or comprehension takes place in Wernicke's area located in the temporal lobe. If there is damage to Wernicke's area, one can speak but has difficulty understanding what others are saying. This has significance for language instruction, which I will explain next.

Beware of "brain overload"

When the instructor in traditional classes asks students to "Listen and repeat after me!" this may be brain overload because both the frontal lobe and the temporal lobe in the brain light up at the same time resulting in slow-motion learning with short-term retention. (Noted educator, Leslie Hart, calls "brain overload" a type of brain antagonistic instruction.)

Well then, if comprehension is important, how about using translation to help students comprehend?

Unfortunately, translation does not help most students because there is no long-term understanding. When students translate, there is short-term comprehension which is erased the moment the student leaves the classroom, if not sooner. The problem with translation is that the instructor has made an assertion, which the critical left-brain of the student perceives as a "lie."

For example, to claim that this is a "desk" and this is a "chair" and this is a "window" is absurd in the student's brain. The student, along with all other students in the classroom, have thousands of life experiences that validate this as "tsukue" and this as "isu" and this as "mado." Students simply do not believe the assertions by the instructor.

What is the alternative to translation?

TPR is a powerful alternative to translation because we create experiences in the classroom that are "believable." If we ask students to be silent, listen to a direction and do exactly what the instructor does, we have created a "fact" which cannot be dismissed by the critical side of the student's brain.

Here is an example of how the student's brain is processing information at lightning speed: If "stand" does not mean to rise up from my chair, why did my body actually go from sitting to standing when I heard the instructor say, "Stand"? If "walk" does not mean to move forward, why did my body walk forward when the instructor said, "Walk"? These strange utterances must be valid.

TPR creates facts, which make for long-term comprehension. At lightning velocity, the student's brain processes information like this: "I actually stood up when the instructor uttered the alien direction: 'Stand.' It is a fact. It is true. It actually happened; therefore, I can store this in long-term memory." The result is TPR can achieve long-term retention in a few trials, often in one- trial.

How to present a believable sample of the target language

Now I must refer you to these books: My first book: ***Learning Another Language Through Actions*** (in the 6th edition) and Ramiro Garcia's ***Instructor's Notebook: How to apply TPR for best results*** (in the 4th edition). I recommend that you follow the advice of Jim Martinez who successfully taught English in a private school in Argentina: "Read each book six times and each time you will discover something you did not know before about TPR."

Once students actually understand, then what?

Once they understand, you can then use this skill to move over into Broca's area of the left brain with traditional exercises in speaking, reading, and writing. Then return to the right brain with more TPR to understand another sample. Then use that understanding to switch to speaking, reading, and writing.

The first order of business

The first objective in any excellent language program is enabling students to be comfortable and confident with the sounds, the grammatical patterns, and semantics of the new language. That can be accomplished with students of all ages including adults using concrete nouns, adjectives, verbs, prepositions, and adverbs.

Do not underestimate the power of the concrete in acquiring another language. Every one of us did it with our native language. One can acquire true fluency at a concrete level.

How about abstractions

Abstractions will come later, not necessarily by direct instruction but in the context of discourse. Traditional textbooks, in my opinion, are notorious for trying unsuccessfully to force understanding of abstractions before students are ready.

Notice that when children acquire their first language, they become fluent native speakers at a concrete level of discourse; then gradually acquire abstractions in context or by asking direct questions such as: "Mother, what does 'government' mean?" Mother then explains using simple language that the child understands.

To break language apart into artificial categories such as phonology, vocabulary, grammar and semantics is of keen interest to teachers, but of no concern to students — because in the process of achieving fluency with TPR, they internalize everything simultaneously with no analysis, in the same way that children acquire their first language. Analysis into artificial categories is fine to "polish" the target language for advanced students who are already fluent, but not for beginners or even intermediate students.

I do recommend, however, that five or ten minutes at the end of a session be open to curious students who prefer to ask questions about pronunciation or grammar.

Does TPR really help students with grammar?

It does. Eric Schessler's ***English Grammar through Actions*** is a fine little book showing how to TPR 50 grammatical features in English. We recommend that you use this as a supplement as you go along for pinpoint instruction of specific grammatical features.

With TPR, students understand grammar in the right brain but cannot tell you how grammar works. If your intent is getting specific points of grammar into the left brain for analysis, then Schessler's book can help.

Remember, the right brain internalizes without analysis for high- speed learning. The critical left-brain must analyze everything, which makes for agonizingly slow-motion learning. Excellent guidelines to keep in mind for teaching any subject come from Leslie Hart who calls left brain learning "brain antagonistic" instruction while right brain learning is "brain compatible" instruction. (For more on right-left brain research discoveries in more than 4,000 studies, read my books: ***Brainswitching: Learning on the Right Side of the Brain*** and ***The Super School: Teaching on the Right Side of the Brain.***)

How to make the transition to speaking, reading, and writing

After ten to twenty hours of TPR instruction, role reversal is one way to make the transition (students assume the role of instructor to direct you and other students). Student-created skits, which they write and act out, are another way. Storytelling is a third option along with traditional pattern drills, and dialogues.

The books I mentioned will show you step-by-step how to be successful with role reversal and skit creation. Some new books by Blaine Ray (for high school and adults) and Todd McKay (for elementary and middle school) (see references below) show how to make the transition from classical TPR to TPR Storytelling (TPRS).

How to get started with TPR

Once you have read the books I recommend and you find TPR an attractive option, how should you begin? First, make no dramatic changes in what you are now doing. Sample a lesson or two from my book or Garcia's book with your own children or your neighbor's children. If neither is available, then try a lesson or two with your students. This will accomplish three things:

1. You become convinced that the approach really works;
2. You build your self-confidence because you can do it successfully; and
3. You smooth out your delivery.

Remember, the more you play with TPR—yes, I said "play," the more insight you will gain about how this phenomenon really works.

Try TPR with your students for only five or ten minutes to introduce new material. If you and your students are pleased with the result, try again in the next class meeting with another five or ten minutes.

Here are two more tips on using TPR:

1. To escape cerebral overload, students should be silent when they experience TPR. Don't ruin the experience by demanding that they repeat every direction you have uttered.
2. Use TPR only for new material that students have never experienced before. Of course, keep the sample at a concrete level rather than abstractions, which should be delayed until students are further along in the program.

TPR Issues for Teachers in Japan

For instructors who have limited skill in spoken English, the key, I think, is intelligibility. If the instructor's English is not perfect but intelligible, students will benefit from TPR experiences. They will have something to work with which can be "polished" later by interacting with native speakers. This is my opinion, which is open to further research.

Student Pronunciation

Most studies converge on this conclusion: If you start a second language program before puberty, children have a high probability of achieving a near-native or even native accent. After puberty, students can still acquire another language but most all will have some accent even if they live for fifty years in another country where the language is spoken.

There is another intriguing fact about the right side of the brain: The right brain can process information coming in on parallel tracks while the left brain is limited to one track. This has

profound implications for acquiring other languages in school. If we use the powerful tool of TPR for understanding on the right side of the brain, then it makes sense to start students in elementary school with several languages, which the right brain can easily handle without interference.

If elementary school teachers apply TPR skillfully, students can graduate from the 8th grade understanding with two, three, or four languages, which can be further "polished" in high school bringing students to fluency. Remember, the earlier we start internalizing other languages, the higher the chances of acquiring a near native or even a native accent in each of those **languages**.

Working with mandated textbooks

You are directed to use a traditional textbook selected by the Japanese Ministry of Education. Now what?

You and your students can still benefit from TPR. The following suggestion comes from Dr. David Wolfe who was successful as supervisor of Foreign Language Instruction in the Philadelphia School System and professor of Languages at Temple University. Dr. Wolfe recommends: Comb the book to list all adjectives, adverbs, verbs, and nouns that students can internalize with TPR. Do this before your students even open the book. Then when students open the book for the first time, they encounter only "friendly creatures." This strategy transforms a "fearful" textbook into an attractive book that is an exciting challenge to students.

Here is a secret I will share with you: If I were the Japanese Minister of Education I would select Stephen Silver's **Listen and Perform** book for elementary and middle school children learning English, and follow up with Todd McKay's **TPRS Storytelling** books. For high school and adults, I would select Dr. Francisco Cabello's **TPR in First Year English** followed by Blaine Ray's Look / **Can Talk** series of TPR storytelling books. That plan would insure extraordinary success for at least 95 percent of students. For additional insurance that the plan will be successful nationwide, I would offer sophisticated TPR and TPRS workshops for language teachers.

For more articles about TPR, information about upcoming TPR workshops worldwide, and how to order TPR books mentioned in this article, visit **www.tpr-world.com**. For a printed copy of the TPR Catalog, download from the web or contact:

Sky Oaks Productions, Inc.
P.O. Box 1102
Los Gatos, CA 95031 USA
Phone: 1-408-395-7600
Fax: 1-408-395-8440
e-mail: tprworld@aol.com

References

- Asher, James J. (2004). **Statistics Made Really Simple: The ABCs of scientific research.** Los Gatos, CA: Sky Oaks Productions, Inc.
- Asher, James J. (2004). **The Weird and Wonderful World of Mathematical Mysteries: Conversations with famous scientists and mathematicians.** Los Gatos, CA: Sky Oaks Productions, Inc.
- Asher, James J. (2003). **Learning Another Language through Actions** (6th edition). Los Gatos, CA: Sky Oaks Productions, Inc.
- Asher, James J. (2002). **Brainswitching: Learning on the right side of the brain.** Los Gatos, CA: Sky Oaks Productions, Inc.
- Asher, James J. (2000). **The Super School: Teaching on the right side of the brain.** Los Gatos, CA: Sky Oaks Productions, Inc.
- Cabello, Francisco (2004).** TPR in First Year English. (**Also available in Spanish and French).** Los Gatos, CA: Sky Oaks Productions, Inc.
- Garcia, Ramiro. (2001). **Instructor's Notebook: How to apply TPR for best results** (4th edition). Los Gatos, CA: Sky Oaks Productions, Inc.
- Kunthira, Shirou and Asher, James J.** The strategy of the Total Physical Response: An application to learning Japanese. **International Review of Applied Linguistics Vol 111/4, 1965. (The research in this publication is a follow-up to the first documentary film showing three 12-year-old American boys acquiring a sample of Japanese with TPR. Still photos from the motion picture are reprinted in this ETJ Journal article.) Video of the documentary may be ordered from Sky Oaks Productions, Inc.**

McKay, Todd. (2004). TPRS Storytelling: Especially for students in elementary and middle school. (**Available in English, Spanish or French**). Los Gatos, CA: Sky Oaks Productions, Inc.

Ray, Blaine. (2004). **Look, I Can Talk** series (Available in English, Spanish, French or German). Los Gatos, CA: Sky Oaks Productions, Inc.

Schessler, Eric. (1999). English Grammar through Actions: How to TPR 50 Grammatical Features in English. (**Also available in Spanish or French**). Los Gatos, CA: Sky Oaks Productions, Inc.

Seely, Contee and Elizabeth Romijn. (2002) TPR is More than Commands —At All Levels. **Los Gatos, CA: Sky Oaks Productions, Inc.**

Silver, Stephen. (2003). Listen and Perform **series (Available in English, Spanish or French)**. **Los Gatos, CA: Sky Oaks Productions, Inc.**

Silver, Stephen. (1986). The Command Book: How to TPR 2,000 Vocabulary Items in Any Language. **Los Gatos, CA: Sky Oaks Productions, Inc.**