

Waterford Public Schools World Language Curriculum



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World Language Curriculum Revision Committee

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Connecticut State Department of Education **2005 World Language Curriculum Framework**

Six Domains and nine content standards with overarching questions frame world language content:

COMMUNICATION

1. How do I use another language to communicate with others? (*Interpersonal Mode*)
2. How do I understand what others are trying to communicate in another language? (*Interpretive Mode*)
3. How do I present information, concepts and ideas in another language in a way that is understood? (*Presentational Mode*)

CULTURES

4. How do I use my understanding of culture to communicate and function appropriately in another culture?

CONNECTIONS

5. 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*)
6. 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

7. How do I demonstrate an understanding of the similarities, differences and interactions across languages?

COMPARISONS AMONG CULTURES

8. How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

COMMUNITIES

9. How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

World Language Philosophy

Language, communication, and self-expression are at the core of the human experience. Effective communication in more than one language and a broad cultural awareness are essential for economic and social success in today's world. Our goal is to help all students develop these skills. Our program is designed to initiate students into a lifelong interaction with other languages and cultures.

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 1: Interpersonal Communication

Students will engage in conversation, provide and obtain information, express feelings and exchange opinions

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Greet and respond to simple greetings and farewells	Greet and respond to greetings, make introductions to peers and adults
Introduce and describe themselves	Identify and describe themselves, family members, pets, (e.g., I am short, my uncle is tall, my aunt is blonde)
Respond to simple questions about themselves	Relate favorite pastimes (sports and hobbies)
Match time of day (morning, afternoon, evening) with pictured activity	Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals). Describe daily routines.
Perform simple commands, (e.g., sit down, stand up, line up, get your pencil, open your books, etc.)	Give simple commands or instructions to classmates and teacher
Use courtesy phrases (please, thank you, you're welcome)	Respond to simple questions about their surroundings (e.g., weather, places in city, beach, zoo, etc.)
Express needs (bathroom please, pencil please)	Express likes and dislikes on a variety of topics (e.g., animals, sports, foods)
Match feelings with pictures (e.g., I'm happy, I'm sad, I'm fine, I'm sick)	Talk with others about personal activities
Identify dates, (months, days and numbers), tell birthdays and ages	Ask and state location of things (e.g., Where is the zoo? The zoo is near the park.)

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 2: Interpretive Communication

Students will understand and interpret spoken and written language on a variety of topics.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Recognize classroom objects in oral form	Recognize classroom objects in oral and written form
Orally supply missing words to a song, rhyme, game or story (e.g., An apple a day keeps the _____ away.)	Decode new vocabulary using contextual clues and previously learned vocabulary
Draw pictures to demonstrate comprehension of simple stories	Read short narrative texts (culturally authentic) and retell the main storyline in their own words
Comprehend greetings, farewells, and statements of feelings	Respond appropriately to greetings, farewells, and statements of feelings
Identify letters, symbols, or common characters in alphabet	Spell new and familiar vocabulary using alphabet and diacritical marks of the target language
Identify beginning letters of posted classroom words	Use a simple picture dictionary
Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives	Comprehend the main idea in highly illustrated culturally based texts in which cognates, repetition, predictability and rhythm are used (e.g., stories, simple advertisements)
Distinguish between simple opposites (e.g., hot/cold, tall/short)	
Read aloud familiar words demonstrating initial awareness of pronunciation and stress	Read aloud a familiar passage with correct intonation and pronunciation
Find key words in song, rhymes, story or game	

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 3: Presentational Communication

Students will present information, concepts and ideas to listeners or readers on a variety of topics.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Pronounce proper nouns	Spell common words and take written dictation
Identify and label vocabulary connected to the lesson theme	Produce and use basic print, capitalization and punctuation conventions (e.g., inverted “Spanish question marks, quotation marks, lower case for days of the week, etc.)
Repeat simple sentences, phrases and/or short dialogues to accompany illustrations	Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.)
Talk about pictures based on simple stories, rhymes or songs	Write and record a message (e.g., advertisement, weather reports, phone messages, etc.)
Trace, copy words or characters from various sources	Use a picture dictionary or other sources to create an alphabet based on a theme (e.g., food alphabet, animal alphabet, cultural alphabet, etc.)
Begin to write familiar words, phrases and simple sentences in a meaningful context	Fill in text based on words from known song or story
Perform short conversation (e.g., skits, puppet shows, role play, etc.)	Create and perform short skits, puppet shows and role play
Use information from a text or oral story to draw or label pictures, diagrams, or charts	Write simple descriptive sentences, given two choices (e.g., John is tall/short)

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 4: Cultures

Students will demonstrate and understanding of the traditions, products and perspectives of the cultures studied.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations (e.g., shaking hands, use of titles, kissing on the cheek etc.)	Use cultural expressions (using formal and informal modes of discourse) and appropriate body language of greetings, farewells and introductions in a variety of situations
Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests	Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate effects type of dwelling, food, mealtime etc)
Participate in cultural activities and traditions (e.g., holidays, birthdays, Saint’s day, celebrations)	Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.)
Name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, etc)	Identify chores of each member of the family in the target culture
Describe selected ingredients of the target culture	Identify and name selected commercial establishments in the target culture (e.g., role play shopping, restaurant situations, etc.)
Match animals with sounds perceived by the target culture (e.g., rooster says “Cocorico” in France, “Quiquiriqui” in Spain	Recognize and write numbers according to cultural custom (e.g., #s 1, 7, 0 etc.) When appropriate, count on fingers the way of the target culture (e.g., starting with the thumb)
Participate in children’s games of the target culture	Dramatize simplified authentic folktales of the target culture
Identify and color flags and landmarks of the target culture	Name and identify capitals and major topographical features of countries from target culture
Identify artwork (visual and performing arts) as a reflection of the target culture	Describe tangible products of everyday living, such as housing, food and dress (e.g., hacienda, villas, fondue)
Create a calendar with cultural holidays	Celebrate selected target culture national holidays with games, dances, songs, food, etc.)
Name and explain the significance of some national festivals and/or symbols of the target culture (e.g., flags, currency, commercial products, signs)	Read, listen to, observe and perform expressions of the target culture (e.g., children’s literature, music, art, dance, etc.)

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 5: Interdisciplinary Connections

Students will reinforce and expand their knowledge of other areas of study through the world language.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
On a primary map or globe, point to country/region where the target language is spoken	Recognize and describe geographic features of the target country (e.g., capital, big cities, rivers, mountains, oceans). Point out relative locations (e.g., the ocean is west of the capital, the equator is north, etc.)
Identify colors using clothing of children and pictures	Use a centimeter ruler to measure classroom objects and/or children in class. Use other measuring instruments (e.g., weigh items in kilos, measure volume, etc.)
Classify selected objects by color, size and shape (e.g., small, red, triangle etc.)	Create an original work of art using shapes, sizes and colors. Then, describe it in the target language to others, (e.g., The pine tree is a triangle. It is green.)
Match animals with their food, homes, body parts, etc. (e.g. horse eats grass, bird lives in nest, elephant has trunk, etc.)	Observe and record weather forecasts, and plot graphically temperature changes over the course of time
Count 0-31, match and identify numbers on timeline and calendar	Count to 1000 by 1's, 5's, and 10's
Calculate/solve simple math problems using numbers 1-10	Count foreign currency and make simple (rounded off) conversions (e.g., 3 to 1 conversion)
Name seven days of week in correct order. Name 12 months of the year in correct order	Tell time orally (hour and half hour), both digitally and analog
Identify the four seasons. Make connections between months, seasons and holidays	Relate weather expressions to each of the seasons
View authentic artifacts, works of art and illustrations in children's literature from the target culture and use adjectives to describe what they see (e.g., Teacher asks "What color is the llama?" "Llama is brown.")	Describe authentic works of art from the target culture (e.g., Starry Night, Guernica)
Follow simple directions through total physical response activities typical of a PE class (e.g., jump, run in place, crab walk, etc.)	Identify and describe architectural and or engineering accomplishments of the target culture (e.g., Eiffel Tower, Chichen Itza)
Sing and dance to children's music from target culture	

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 6: Intradisciplinary Connections

Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Through cassettes, videos, CDs, the Internet, etc., listen to authentic music, folktales, fables and legends known to children of target culture	Research and create a display (showcase or bulletin board) of figures (e.g., people in native costume, musical instruments, crafts, toys, etc.) May use pictures and text from computer technology, library and or/realia from home or teachers
Examine new crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology or the library media center	Research and make a typical craft of the native culture (e.g., Mardi Gras or African mask, piñata etc.)

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 7: Comparison Among Languages

Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Compare names in English with closest equivalent in target language	Recognize sounds and short words from the target language that do not exist in English (e.g., students hear “llama” pronounced in English and Spanish and they distinguish which is L1 and which is L2)
Address the world language teacher appropriately in the target language using courteous language and body language, followed by addressing the classroom teacher appropriately and courteously in English	Recognize simple cognates. Identify through listening and reading which words from a list are cognates
Identify and use (in greetings) titles for school personnel (e.g., Mr., Mrs., Miss for principal, librarian, etc.)	Identify simple indicators of gender and number in target language that is different from English (e.g., in Spanish, male people and animals end in “o”, and female people and animals end in “a”).
Recognize the writing system (alphabet and numbers) of the target language (e.g., crossing “7”, accent marks, alphabet differences)	Compare word order in simple phrases or expressions (e.g., red car/car red)
Recognize roots in two languages and compare cognates	Compare suffixes that denote simple concepts such as size, affection, beauty etc. (e.g., “into” and “on” in Spanish, “ette” in French)
Write simple words in target language (e.g., names, label for classroom objects, animals to label drawings, etc.)	Recognize that letters can represent different sounds in target language and in English (e.g., vowels, key consonants, etc.)
Answer the phone using appropriate expression in the target language	Read aloud simple monosyllabic and bi-syllabic words demonstrating capacity to closely reproduce sounds and comprehension of which letters/characters represent those specific sounds

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 8: Comparisons Among Cultures

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Imitate common gestures of the target culture (e.g., hand-shaking, kissing on the cheeks, embracing, etc.) Imitate greeting and farewell behaviors appropriate to target culture	Recognize selected food from the target culture related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy as compared to sugar skulls for the Day of the Dead)
Recognize pictures of target country peers in their school or everyday clothes (e.g., school uniform)	Compare songs and instruments used during holiday celebrations in target culture and in US (e.g., Puerto Rican “Parranda” vs our Christmas carols)
Identify toys and/or games of the target culture and compare with toys/games of children from the United States	Compare weather and consequences (dress, sports, foods, houses, etc.) in a target culture city or town with Connecticut city/town. Make collage/poster of weather comparison highlighting a theme.
Identify pictures of houses and stores typical of target cultures and of the United States	Compare and contrast daily living in both cultures (e.g., food, school, leisure, grocery shopping, etc.)
Identify dolls, pictures and/or photos of people in traditional/folkloric clothing of the target culture and compare with costumes for American traditions/folklore	Express personal preferences in the target language regarding sports and activities of target culture and of Connecticut

WORLD LANGUAGE CURRICULUM
Grades K – 5

Content Standard 9: Communities

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

<i>Given regular exposure to a world language, students will be able to:</i>	
Grades K-2	Grades 3-5
Introduce themselves in the target language to native-speaker peers in their school and community	Initiate communication in the target language with native-speaking peers of the target culture (e.g., through Sister School exchange, pen pals, key pals, Skype, etc.)
Recognize words in the target language heard/seen outside of school (e.g., Sesame Street, on cereal boxes, etc.)	Use community resources to explore target cultures
	Write to embassies/consulates/cultural centers of target culture and request cultural materials

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

LEVEL 1A / 1H

FRENCH & SPANISH

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students apply their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 1A / 1H

Communication

How do I use another language to communicate with others?

How do I understand what others are trying to communicate in another language?

How do I present information, concepts and ideas in another language in a way that is understood?

Students will use another language to engage in conversation and correspondence, provide and obtain information, express feelings and emotions, exchange opinions, understand and interpret written and spoken language on a variety of topics, and present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Greet, take leave of others, make introductions	Common greetings and farewells, "My name is ..." "This is", polite expressions	<ul style="list-style-type: none"> • Selection of fictitious target culture identity • Familiarization with oral forms of words, phrases, passages and questions, prior to their written forms • Pronunciation modeling • Communicate meaning through situation, gesture, pantomime, pictures, drawing, etc. • Pair and Share for listening comprehension, spelling, reading, speaking tasks • Oral response • Student to student conversation practice
Give and follow instructions and make common requests related to the classroom	Imperative mood, classroom expressions, common classroom instructions, ("Work with a partner", "Practice", "Show me your work", etc.)	
Identify various objects found at school and home	Vocabulary of school (homework, notebook, etc) Selected vocabulary of the home	
Request and provide information about oneself and others including name, birthplace, age, long form telephone number, dates, birthday, mood, physical condition, likes and dislikes, school and leisure activities, languages spoken, and address.	Verbs "to be" and "to have", subject pronouns, collocations, numbers from 1-1,000,000, months, vocabulary of mood and physical condition, food and color vocabulary, "I like, prefer..." etc, regular verbs from all 3 groups, high frequency irregular verbs, negation, vocabulary for languages, yes/no and information question formation, formal and informal forms of address	
Demonstrate possession	Adjectives of possession, awareness of gender and number	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 1A / 1H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Exchange information about one's own and others' families	Selected family vocabulary, awareness of gender and number, adjectives	<ul style="list-style-type: none"> • Elicit spelling, pronunciation and structural patterns • Brainstorming • Role play tasks • TPR activities to practice following directions • Paired interview tasks • Annotated drawing • Matching and categorizing • Process Reading • Choral reading and repetition • Chronological ordering • Interactive Promethean Flip-Charts • Power Point presentations • Collaborative error analysis and correction • Guided self-correction • Picture stories • Cloze practice • Cooperative learning activities • Differentiated instruction • Flexible grouping • Collaborative writing • Mini lessons • Songs • Research and discussion of target culture • True/false questions
Exchange basic information about events and activities in the near future	Verb 'to go', infinitive construction, negation	
Exchange information about the weather	Vocabulary of weather and seasons, verb "to do", negation	
Exchange information about one's height	Numbers, metric system, relevant fixed expressions	
Tell time using the 24 hour digital clock	Numbers, "to be", fixed time expressions	
Describe spatial relationships of people and objects in the immediate environment	Prepositions of localization, verb "to be", relevant nouns and pronouns	
Give and follow directions in order to get from one location to another	Imperative mood, prepositions of localization, selected verbs of motion (walk, turn ,etc)	
Give advice and suggestions	Imperative mood, negation, relevant vocabulary	
Acquire goods and/or services that require exchange of monies	Imperative mood, polite expressions, food, beverage and clothing vocabulary, knowledge of target culture currency	
Narrate events and answer questions based on the plot of selected texts	Reading and listening comprehension skills, regular and selected irregular verb conjugations, subject pronouns, noun subjects, temporal expressions, information question formation	
Exchange information about what one does using idiomatic expressions	Selected idiomatic expressions	
Recognize that there are often multiple ways to express ideas in the target language	Selected synonyms, paraphrasing with guidance	
Indicate that they do not understand a message or cannot communicate their intended message	Expressions of confusion and not understanding (I don't know, please repeat, etc)	
Exchange information about one's school and weekend schedules	Numbers, names of classes, 24 hour clock, verbs "to be" and "to have, gender names	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 1A / 1H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Describe selected physical and personality traits of familiar people	Selected regular descriptive adjectives, appropriate gender and number forms, verbs “to be” and “to have”	
Compare people and objects using selected regular adjectives	Descriptive adjectives, appropriate gender and number forms, verbs “to be” and “to have”, vocabulary of comparison (taller than, as tall as, shorter than, etc.)	
Exchange information about one’s daily routine	Reflexive verb conjugation, negation, selected reflexive verbs (to get up, to wash, to make the bed, etc.)	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 1A / 1H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language	
Identify various objects found at school based on oral or written descriptions	School vocabulary in written and spoken forms	<ul style="list-style-type: none"> • Model vocabulary • Matching people or things with descriptions • TPR activities • Leveled readers
Comprehend short conversations among peers and familiar adults on well-known topics including personal information, school and leisure activities, daily schedules, etc.	Verbs “to be” and “to have”, subject pronouns, collocations, numbers 1-1,000,000, months, vocabulary of mood and physical condition, common regular verbs related to activities, negation, temporal vocabulary, in spoken form	
Comprehend basic content of written material on familiar topics including personal information, school and leisure activities, daily schedules, etc.	Verbs “to be” and “to have”, subject pronouns, collocations, numbers 1-1,000,000, months, vocabulary of mood and physical condition, common regular verbs related to activities, negation, temporal vocabulary. Grade level reading comprehension skills.	
Comprehend the main idea in unfamiliar texts on familiar topics or in which cognates and idiomatic expressions are used, including dialogues and narrative passages	Reading comprehension skills, awareness of cognates and false cognates, skill in using context clues	
Recognize and respond appropriately to simple questions, statements and commands	Understand simple yes/no or information questions, imperative mood	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 1A / 1H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Presentational	How do I present information, concepts and ideas in another language in a way that is understood?	
Assume the roles of characters from reading texts, perform dialogues and conversations using appropriate pronunciation, intonation and gestures	Pronunciation skill, awareness of vocal stress, intonation, silent letters, nasalization, accuracy of previously learned vocabulary and forms	<ul style="list-style-type: none"> • Picture descriptions, oral and/or written • Role plays • Student-made Power Points • Charades • Flash cards
Write short, informal texts or scripts in which they provide information about themselves, their friends and families and their activities	Accuracy of previously learned vocabulary and structures	
Present short skits, plays, dialogues and interviews in the target language	Pronunciation skills, awareness of vocal stress, intonation, silent letters, nasalization, accuracy of previous learned vocabulary and forms	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 1A / 1H

Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

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.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Use appropriate verbal and non-verbal behavior for interpersonal exchanges with peers and for exchanges that involve adult interaction	Formal and informal forms of address, polite expressions	<ul style="list-style-type: none">• Role playing• Creating skits• Identifying cultural norms and taboos• Cultural readings• Viewing films, advertisements, music clips etc.• Listening to music and learning songs
Use appropriate gestures and oral expressions for familiar classroom interactions of the target culture	Appropriate gestures and choice of formal or informal forms of address	
Sing songs from the target culture to gain insight into its history, geography, literary conventions and to practice rhyme and intonation	Knowledge of authentic music from the target culture	
Observe and discuss patterns of behavior or interactions typical in the target culture	Knowledge of patterns of behavior or interactions typical of the target culture	
Participate in cultural activities such as holiday or birthday celebrations or role-playing of the target culture	Knowledge about cultural activities such as holiday or birthday celebrations or role-playing of the target culture	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 1A / 1H

Connections

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

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?

Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa, and students will acquire and use information from a variety of sources only available in the world language.

Grade Level Expectations	Specific Skills	
Connections: Interdisciplinary	How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?	Suggested Instructional Strategies
Use information learned in math, geography and language arts in the study of the world language and vice versa	Numbers and operations, knowledge of where the target language is spoken in the world, reading comprehension skills, transfer of content knowledge studied in target language to other subjects	<ul style="list-style-type: none"> • Use library media center or classroom computers to access relevant sites • Map reading activities • Cooking and recipes connecting to Family and Consumer Science classes • Use paintings depicting typical scenes of the target culture to encourage conversation and vocabulary development
Use multiple media resources to access information regarding the target culture	Research and information technology skills, scanning aural input for familiar vocabulary and forms	
Use new information and interdisciplinary awareness found through world language study	Application and synthesis of new information and interdisciplinary awareness	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 1A / 1H

Grade Level Expectations	Specific Skills	
Connections: Intradisciplinary	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?	Suggested Instructional Strategies
Demonstrate the ability to access information about the target language and cultures from various sources, including the Internet, with assistance, if necessary	Research and technology skills	
Use multiple media resources to access information regarding the target culture	Research and technology skills	
Demonstrate awareness of the differences among target language cultures	Apply cultural norms of the target culture in daily interactions, adopt a culturally sensitive stance in viewing target culture	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 1A / 1H

Comparisons

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages and students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Provide spelling of words using the target language alphabet along with appropriate diacritical marks	Target language alphabet and diacritical marks	<ul style="list-style-type: none"> • Oral and written spelling practice • Analyze vocabulary families by looking at common roots • Compare word order patterns between languages • Use authentic speakers (in person, on tape, internet etc.) to practice listening skills • Use authentic readings to present idioms, figures of speech, proverbs etc. • Student created and presented skits • Model and student repetition of gestures of target culture • Celebration of cultural events, birthdays, holiday celebrations
Give examples of words borrowed from one language and used in another	Cognates and false cognates	
Demonstrate an awareness of the target language’s phonetic writing systems and how they differ from the phonetic writing systems of English	Patterns of consonant and vowel clusters, silent vowels, diacritical marks, patterns of changes in spelling, inflectional patterns, elision	
Increase listening and speaking skills to facilitate reading skills	Phonemic awareness, awareness of morphemes, patterns of stress, reduction and intonation	
Understand how idiomatic expressions affect communication and reflect culture	Differentiation of figurative and literal meaning, comparison of selected metaphors from both cultures	
Understand and use selected proverbs from the target culture and compare these with equivalent proverbs in English	Differentiation of figurative and literal meaning, comparison of selected proverbs from both cultures	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 1A / 1H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Organize in a logical sequence a written text provided by the teacher	Reading comprehension skills, “first, then, next” and other temporal expressions, ability to infer	<ul style="list-style-type: none"> • Graphic organizers comparing daily activities or special events, school or family life etc. • Charts, posters, power points comparing weather, consequences, events etc.
Retell or summarize texts read aloud by the teacher	Listening comprehension skills, verb conjugations, subject pronouns, noun subjects, equivalent expressions, determining importance of details	
Understand selected texts, using first language reading strategies, comprehension skills and vocabulary recognition aptitude	Reading comprehension skills including guessing from context clues, visualizing, making connections, predicting, vocabulary recognition	

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Cultures	How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?	
Use new information and cultural awareness to compare and contrast their experience with those of their peers in the target culture	Knowledge of target culture, ability to synthesize new information and accept differences without judgment	<ul style="list-style-type: none"> • Model and student repetition of gestures of target culture • Celebration of cultural events, birthdays, holiday celebrations • Graphic organizers comparing daily activities or special events, school or family life etc. • Charts, posters, power points comparing weather, consequences, events etc.
Discuss and compare customs relating to everyday life in the target culture	Knowledge of customs related to daily life	
Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture	Differentiation between customs from one culture to another, ability to adopt an attitude of non-judgment toward cultural differences	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 1A / 1H

Communities

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Identify different types of employment in which target language skills are an asset.	Internet research skills. Make connections with community leaders and employers.	<ul style="list-style-type: none"> • Use of picture books, simple stories, songs, rhymes, etc., for student enjoyment • Internet connections for e-pal, Skype and other social networking opportunities • Visits to ESL classes
Review materials and/or media from the target language and culture for enjoyment and/or entertainment.	Research skills, either via Internet or Library Media Center. Ability to access film, music, art and other media from the target culture.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 1A / 1H

Evidence of Learning

- Common Formative Assessments i.e. reading comprehension questions, vocabulary quizzes, verb conjugation quizzes, scripted or improvised dialogue performances, listening comprehension assessments, oral quizzes, mini research reports, individual and small group oral presentations, paired interviews, open notebook quizzes, power point presentations, dictations, written quizzes on grammatical structures, question and answer tasks
- Common Summative Assessments i.e. oral and written performance tests involving scripted dialogue, oral and written performance tests involving personalized application of structural and lexical content, videotaped, memorized dialogue performance, proficiency tests which include reading, writing, speaking and listening components
- Structured Feedback
- Ongoing Feedback
- Student Self-evaluation
- Regular evaluation of individual class participation according to rubric criteria

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 1A / 1H

Grades 6-8 Resources

French	Spanish
<p>Easy Readers: <i>Le Temps</i> <i>Ma Nouvelle École</i> <i>Toujours plus Grand</i> <i>Méchants Microbes</i> <i>Une classe s’amuse</i> <i>Je Suis Une</i> <i>La Fée des Dents</i></p> <p>DVDs: <i>Albert et ses Amis</i> <i>Bon Appetit</i></p> <p>Technology Resources: www.leconjugueuer.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.quia.com www.livemocha.com</p> <p>Teacher Resources: <i>Le Petit Chaperone Rouge</i> Easy Reader with audio CD <i>Boucle d’Or et les Trois Ours</i> Easy Reader with audio CD</p>	<p>Student Resources: Realidades A published by Pearson Realidades B published by Pearson</p> <p>Technology Resources: www.leconjugueuer.com www.wordreference.com/es/ www.spanish.about.com www.quia.com www.livemocha.com</p> <p>Teacher Resources: Using Cooperative Learning to Strengthen Your Foreign Language Instruction published by Institute for Educational Development 1000 Pictures for Teachers to Copy published by Addison-Wesley Recipes for Tired Teachers, Activities for the ESOL Classroom published by Addison-Wesley Caring and Sharing in the Foreign Language Class published by Newbury House Grammar Practice Activities published by Cambridge University Press Five-Minute Activities published by Cambridge University Press Drama Techniques in Language Learning published by Cambridge University Press Action Plans, 80 Student-Centered Language Activities published by Newbury House Conversation Strategies published by ProLingu Associates</p>

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 1A / 1H

Grades 9-12 Resources

French	Spanish
<p>Easy Readers: <i>Le Temps</i> <i>Ma Nouvelle École</i> <i>Toujours plus Grand</i> <i>Méchants Microbes</i> <i>Une classe s’amuse</i> <i>Je Suis Une</i> <i>La Fée des Dents</i></p> <p>DVDs: <i>Albert et ses Amis</i> <i>Bon Appetit</i></p> <p>Technology Resources: www.wordreference.com/fren/ www.frenchpod101.com www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.lyricstraining.com www.frenchtoday.com www.smartphrase.com www.quia.com www.livemocha.com</p> <p>Teacher Resources: <i>Le Petit Chaperone Rouge</i> Easy Reader with audio CD <i>Boucle d’Or et les Trois Ours</i> Easy Reader with audio CD</p>	<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Realidades Uno textbook published by Pearson <i>Vanidades</i> magazine <i>People En Espanol</i> magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abc.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjugemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com www.livemocha.com</p> <p>Teacher Resources: Una Vez Más, Tercera Edición published by Pearson Prentice Hall 501 Spanish Verbs by Christopher Kendris Spanish First Year Workbook published by Amsco School Publishing Español en Pareja Junior Realidades Uno Teacher Resources and Ancillary Materials Cassell’s Spanish-English English-Spanish Dictionary</p>

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

LEVEL 2A / 2H

ADVANCED FRENCH & SPANISH

Students will use another language to exchange information with others about events in their everyday lives and experiences from their past. They will make comparisons and exchange information in the target language regarding current events using authentic resources. They will listen to and read authentic materials in the target language, while participating in cultural activities. They will use oral and written language to relate to their own experiences, while making personal connections in the language being studied.

HONORS FRENCH & SPANISH

At the 2 Honors level, students will learn more tenses, more advanced grammar and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. They will write in greater detail in a variety of formats. The majority of the class is conducted in the target language.

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 2A / 2H

Communication

How do I use another language to communicate with others?

How do I understand what others are trying to communicate in another language?

How do I present information, concepts and ideas in another language in a way that is understood?

Students will use another language to engage in conversation and correspondence, provide and obtain information, express feelings and emotions, exchange opinions, understand and interpret written and spoken language on a variety of topics, and present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
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	(2H) Present, all progressive tenses, preterite or passé compose, imperfect, future tenses and conditional mood. (2A) Present, present progressive, preterite or passé compose tenses and the near future. Relevant vocabulary including but not limited to sports, school, family, pets, body, clothing, foods and beverages, shopping, telephone and texting etiquette, leisure activities, daily activities	<ul style="list-style-type: none"> • Anticipation guides • Brainstorming • Buddy reading • Choral reading • Chronological ordering • Class discussion • Cloze practice • Collaborative error correction • Collaborative writing

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 2A / 2H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Compare, contrast and exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and internet resources	All previously learned tenses, moods and grammatical structures including but not limited to comparatives of equality, inequality and superlatives, descriptive adjectives and adverbs. Relevant vocabulary including but not limited to temporal expressions, weather terminology, sequencing terms, story-telling devices, etc.	<ul style="list-style-type: none"> • Context clues • Cooperative learning activities • Differentiated instruction • Discussion circles • Flexible grouping • Free write • Grammar and spelling activities • Grammar topic map • Graphic organizers • Interactive Promethean flip-charts • Interactive reading • Journal writing • KWL chart • Listening comprehension activities • Literature circles • Matching and Organizing • Mini-lessons • Oral response • Pair and share • Picture stories • Possible sentences • Pre-reading and post-reading activities • Predictable chart • Process reading
Exchange basic information about events, such as classes, meetings and meals	All previously learned tenses, moods and grammatical structures, including but not limited to the present, future (2H) and near future tenses. Relevant vocabulary, including but not limited to vocabulary of telling time, dates, school, weather, foods and beverages, etc.	
Describe their favorite activities at home and school	All previously learned tenses, moods and grammatical structures, including but not limited to using the verbs “to like, to dislike, to prefer”, etc., followed by the infinitive. Relevant vocabulary, including but not limited to vocabulary of home and school topics.	
Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments	All previously learned tenses, moods and grammatical structures, including but not limited to using the verbs “to like, to dislike, to prefer”, etc., followed by the infinitive, object pronouns and descriptive adjectives and adjective agreement. Relevant vocabulary, including but not limited to expressions of opinion, vocabulary of daily life.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 2A / 2H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Find alternate methods of communication when they cannot express their intended message adequately	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to descriptive vocabulary (defining vocabulary using its purpose instead of its actual name)	<ul style="list-style-type: none"> • Process writing • Pronunciation activities • Reader’s theater • Restrictive sentences • Sudoku • Spelling practice • Storyboarding • Timed writing • Two column notes • Visualizing • Word sort • Word splash
Share their personal reactions and feelings about authentic literary texts such as poems, short stories, plays, non-fiction articles and abridged novels	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of opinion, judgment, emotions and feelings. Grade level reading comprehension skills	

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language?	
Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of daily activities, food and beverages, shopping, leisure activities, sports, school family, pets, body, clothing, telephone and texting. Grade level listening comprehension skills.	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of daily activities, food and beverages, shopping, leisure activities, sports, school, family, pets, body, clothing, telephone and texting. Grade level listening comprehension skills.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 2A / 2H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language?	
Work individually to collect data on familiar topics from various print, digital and electronic resources	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary on topics such as weather, sports events, telling time etc. Use primary sources (e.g., weather report, travel poster or brochure, T.V. Guide, etc.) to collect data.	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of daily activities, food and beverages, shopping, leisure activities, sports, school, family, pets, body, clothing, telephone and texting, etc. Grade level reading comprehension skills.	
Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues (2H)	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to the recognition of cognates and false cognates. Use of pictures, headlines, captions etc to help in decoding longer readings. Grade level reading comprehension skills.	
Sustain listening comprehension when confronted with less familiar topics relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts (2H)	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary used to summarize or paraphrase story. Understanding of non-verbal communication including gestures, facial expressions, and body language. Grade level listening comprehension skills.	
Recognize and respond appropriately to questions, statements, or commands	All previously learned tenses, moods and grammatical structures, including but not limited to the imperative mood, interrogative expressions, and some basic negative expressions. Relevant vocabulary.	

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 Level 2A / 2H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Presentational	How do I present information, concepts and ideas in another language in a way that is understood?	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Identify and understand organizational elements of oral presentations.	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of daily activities, food and beverages, shopping, leisure activities, sports, school, family, pets, body, clothing, telephone and texting, etc. Identify and understand organizational elements of writing.	

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 Grades 6 – 12
 Level 2A / 2H

Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

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.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of the house, home and community. Recognition of architectural and city planning contributions that the target culture has made to the world. Understanding of how people in the target culture interact with their physical and social environment.	<ul style="list-style-type: none"> • Role playing • Creating skits • Identifying cultural norms and taboos • Cultural readings • Viewing films, advertisements, music clips etc. • Listening to music and learning songs
Observe, identify, and discuss patterns of behavior or interaction that are typical of their peer group in the target culture	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of telephone and texting etiquette, TV programming, restaurant, bar and dining etiquette, school work and courses, making requests, chores and family roles, texting, social networking, etc.	
Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of games, celebrations, etc. Identify holidays that differ from American holidays i.e., Epiphany, Day of the Dead, Bastille day etc.	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 2A / 2H

Connections

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

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?

Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa, and students will acquire and use information from a variety of sources only available in the world language.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Connections: Interdisciplinary	How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?	
Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of numbers from 1-1,000,000, weather terminology, geography, etc. Grade level reading comprehension.	<ul style="list-style-type: none"> • Use library media center or classroom computers to access relevant sites • Map reading activities • Cooking and recipes connecting to Family and Consumer Science classes • Use paintings depicting typical scenes of the target culture to encourage conversation and vocabulary development
Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of weather and geography, knowledge of where target languages are spoken, capital cities, important historical figures and celebrities of target culture	

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Grade Level Expectations	Specific Skills	
Connections: Intradisciplinary	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?	Suggested Instructional Strategies
Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of authentic documents, maps, technical vocabulary, etc.	<ul style="list-style-type: none"> • Use Key pals, Internet research, TV, music, film and other media to explore every day events and life in the target culture

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 Level 2A / 2H

Comparisons

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages and students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English	All previously learned tenses, moods and grammatical structures, including but not limited to the parts of speech, word order, modifying suffixes, etc. Relevant vocabulary, including but not limited to vocabulary of cognates and false cognates and their pronunciation.	<ul style="list-style-type: none"> • Oral and written spelling practice • Analyze vocabulary families by looking at common roots • Compare word order patterns between languages • Use authentic speakers (in person, on tape, internet etc.) to practice listening skills • Use authentic readings to present idioms, figures of speech, proverbs etc. • Student created and presented skits
Use a writing process in producing work that includes self-assessment and discussion with other students	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Editing skills. Cooperative learning skills. Understanding of rubric design. Language characteristics that may or may not be present in English (e.g., formalities, level of politeness)	
Understand how idiomatic expressions affect communication and reflect culture	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to proverbs and idioms.	
Use oral and written language to relate their own experiences and construct their own stories	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of daily activities, food and beverages, shopping, leisure	

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Level 2A / 2H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
	activities, sports, school, family, pets, body, clothing, telephone and texting, etc. Skills in constructing a personal narrative, journal entry or blog. Grade level writing skills.	
Using a variety of source materials predict outcomes and make comparisons	All previously learned tenses, moods and grammatical structures, including but not limited to comparisons of adjectives and adverbs. Relevant vocabulary, including but not limited to vocabulary of description and prediction.	
Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries, essays)	All previously learned tenses, moods and grammatical structures, including but not limited to grammatical conventions, word order, adjective agreement, etc. Relevant vocabulary, including but not limited to vocabulary of daily activities, expressions of need or obligation, personal reflections, etc. Grade level writing skills.	
Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to word families and roots, cognates and false cognates.	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Print symbols, alphabet, diacritical marks, punctuation conventions, differences in writing letters/numbers, capitalization, etc.	
Develop listening and speaking skills on a range of topics to facilitate reading skills	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to cognates and false cognates. Grade level listening, speaking and	

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 Level 2A / 2H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
	reading skills. Recognize and produce sounds that do not exist in English. Dictation skills.	
Organize in a logical sequence a written text provided by the teacher	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to sequencing vocabulary, months, dates, times of day, parts of a meal, daily routines, etc	

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Cultures	How do I demonstrate an understanding of the similarities, differences and interactions 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	All previously learned tenses, moods and grammatical structures, including but not limited to interrogatives, basic negative expressions, ages, and dates. Relevant vocabulary, including but not limited to vocabulary related to parties and festivals seasons, days, months, holidays and other celebrations. Research skills, use of library or Internet skills, interview techniques, etc.	<ul style="list-style-type: none"> • Model and student repetition of gestures of target culture • Celebration of cultural events, birthdays, holiday celebrations • Graphic organizers comparing daily activities or special events, school or family life etc. • Charts, posters, power points comparing weather, consequences, events etc.
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	All previously learned tenses, moods and grammatical structures, including but not limited to comparisons of adjectives and adverbs. Relevant vocabulary, including but not limited to vocabulary of understanding and feelings, daily activities, school and family life, traditional foods and beverages, etc.	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 2A / 2H

Communities

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary relating to all aspects of personal lives and daily activities.	<ul style="list-style-type: none"> • Use of picture books, simple stories, songs, rhymes, etc., for student enjoyment • Internet connections for e-pal, Skype and other social networking opportunities • Visits to ESL classes • Research on job opportunities in target culture • Plan a virtual (or actual) trip, including costs, hotel reservations, internal transportation options, dining options, etc.
Use various media from the target language and culture for entertainment	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Knowledge of how and where to access various entertainment forms, either on-line or from library media center	
Consult various sources in the target language to obtain information on topics of personal interest	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Knowledge of level appropriate websites such as blogs, on-line catalogues, weather, TV information, celebrities, sports celebrities websites etc. that are created for the target culture, by the target culture, in the target language.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 2A / 2H

Evidence of Learning

- Common Formative Assessments i.e. reading comprehension questions, vocabulary quizzes, verb conjugation quizzes, scripted or improvised dialogue performances, listening comprehension assessments, oral quizzes, individual and small group oral presentations, paired interviews, power point presentations, dictations, written quizzes on grammatical structures, question and answer tasks, storyboarding
- Common Summative Assessments i.e. oral and written performance tests involving scripted dialogue, oral and written performance tests involving personalized application of structural and lexical content, videotaped, memorized dialogue performance, improvised speaking, proficiency tests/activities/projects which include reading, writing, speaking and listening components (including use of authentic materials), compare & contrast essays
- Structured Feedback
- Ongoing Feedback
- Peer-evaluation
- Regular evaluation of individual class participation according to rubric criteria

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 2A / 2H

French Resources

French 2A	French 2H
<p>Easy Readers: <i>Pinocchio</i> <i>Blanche-Neige</i> <i>Cendrillon</i></p> <p>DVDs: <i>L'enfant au grelot</i> KIRIKOU</p> <p>Technology Resources: www.leconjugueur.com www.french.yabla.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.en.wikibooks.org/wiki/French www.wheatoncollege.edu/academic/academicdept/French/ViveVoix/ www.lyricstraining.com www.frenchtoday.com www.quia.com www.livemocha.com</p>	<p>Easy Readers: <i>Le rat de la ville et le rat des champs</i> <i>Hansel et Gretel</i></p> <p>DVDs: <i>Au Revoir Les Enfants</i></p> <p>Technology Resources: www.leconjugueur.com www.french.yabla.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.thefrenchexperiment.com www.en.wikibooks.org/wiki/French www.wheatoncollege.edu/academic/academicdept/French/ViveVoix/ www.lyricstraining.com www.libsyn.com www.frenchtoday.com www.quia.com www.livemocha.com</p> <p>Teacher Resources: 501 French Verbs by Christopher Kendris Larousse Maxi Poche Dictionnaire 2011 Une Foix Pour Toutes by H. Sturges, L. Neilsen & H. Herbst La France en Poche with audio CD Vocabulaire pour Adolescents Lire by Cavalli Dictionnaire de Faux Amis Ecrire pour Convaincre by G. Vigner Lisons comme ça! published by Glencoe McGraw Hill</p>

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Spanish Resources

Spanish 2A	Spanish 2H
<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Realidades Uno textbook published by Pearson Vanidades magazine People En Español magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abs.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjuguemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com www.livemocha.com</p> <p>Teacher Resources: Una Vez Más, Tercera Edición published by Pearson Prentice Hall 501 Spanish Verbs by Christopher Kendris Spanish First Year, 4th Edition published by Amsco School Publications Español en Pareja Junior</p>	<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Avancemos 2 textbook published by Holt McDougal Vanidades magazine People En Español magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abs.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjuguemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com www.livemocha.com</p> <p>Teacher Resources: Avancemos 2 Teacher’s Edition and Ancillary Materials Una Vez Más, Tercera Edición published by Pearson Prentice Hall Repaso published by McGraw Hill School Puentes: Spanish for Intensive and High Beginner Courses, 5th Edition 501 Spanish Verbs by Christopher Kendris Spanish Two Years Workbook published by Amsco School Publications Español en Pareja Cassell’s Spanish-English English-Spanish Dictionary</p>

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

LEVEL 3A / 3H

ADVANCED FRENCH & SPANISH

Students will use another language to engage in conversations about their personal aspirations, as well as both current and past events involving themselves and others. They will make comparisons using authentic sources and they will share personal experiences and feelings, while considering alternative viewpoints of members of the target culture. They will listen to and read authentic materials in the target language, while participating in authentic interactions with members of the target culture. They will use oral and written language to relate to their own experiences, while making personal connections with native speakers.

HONORS FRENCH & SPANISH

At the 3 Honors level, students will learn more tenses, more advanced grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources using appropriate form of address. More focus will be on students being able to communicate with peers in the target language regarding personal experiences and perspectives. They will write in greater detail in a variety of formats. This class is conducted in the target language.

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 3A / 3H

Communication

How do I use another language to communicate with others?

How do I understand what others are trying to communicate in another language?

How do I present information, concepts and ideas in another language in a way that is understood?

Students will use another language to engage in conversation and correspondence, provide and obtain information, express feelings and emotions, exchange opinions, understand and interpret written and spoken language on a variety of topics, and present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
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	Present, past, and future tenses, conditional, and introduction to subjunctive mood. All previously learned grammatical structures. Relevant vocabulary including but not limited to travel, pastimes, social events, community vocabulary (peoples and places)	<ul style="list-style-type: none"> • Anticipation guides • Brainstorming • Buddy reading • Choral reading • Chronological ordering • Class discussion • Cloze practice • Collaborative error correction • Collaborative writing • Context clues • Cooperative learning activities • Differentiated instruction • Discussion circles • Flexible grouping • Free write • Grammar and spelling activities • Grammar topic map
Compare, contrast, and exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and internet resources	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to sequencing terms, judgment, expressing basic opinions, stating facts, and some negative expressions	
Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences	All previously learned tenses, moods and grammatical structures, including but not limited to direct and indirect object pronouns, conditional and subjunctive mood including si clauses. Relevant vocabulary.	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 3A / 3H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Give and follow directions in order to travel from one location to another and ask questions for clarification	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to interrogative expressions, prepositions and directional vocabulary.	<ul style="list-style-type: none"> • Graphic organizers • Interactive Promethean flip-charts • Interactive reading • Journal writing • KWL chart • Listening comprehension activities • Literature circles • Matching and Organizing • Mini-lessons • Oral response • Pair and share • Picture stories • Possible sentences • Pre-reading and post-reading activities • Predictable chart • Process reading • Process writing • Pronunciation activities • Reader's theater • Restrictive sentences • Sudoku • Spelling practice • Storyboarding • Timed writing • Two column notes • Visualizing • Word sort • Word splash
Find alternate methods of communication when they cannot express their intended message	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to descriptive vocabulary (defining vocabulary using its purpose instead of its actual name)	
Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and abridged novels	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to expressions of opinion and judgment. Grade level reading comprehension skills	
Given the appropriate resources and technology, students will discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to expressions of emotion, feelings, judgment and understanding	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 3A / 3H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language?	
Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to <i>vocabulary of travel, vacations, health, daily routines and reflexive verbs, school etc.</i> Grade level listening comprehension skills.	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to current events, music and daily life. <i>Understanding of the importance of using visual cues and facial expressions to assist in comprehension of audio-visual media.</i>	
Work individually to collect data on familiar topics from various print, digital and electronic resources	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to <i>vocabulary of sports events, weather, money issues, travel, vacations etc.</i>	
Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. <i>Grade level appropriate reading skills, knowledge of cognates and false cognates.</i>	
Sustain listening comprehension when confronted with less familiar topics relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Grade level <i>listening comprehension skills.</i>	

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 Level 3A / 3H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language?	
Recognize and respond appropriately to questions, statements, or commands	All previously learned tenses, moods and grammatical structures, including but not limited to the imperative mood, interrogative expressions, expressions of conditions and possibilities, some negative expressions, etc.	

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Presentational	How do I present information, concepts and ideas in another language in a way that is understood?	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Understanding one's audience and the appropriate way to address it, retelling a story or explaining information.	
Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary of personal correspondence, travel, vacations, sports, health, school, etc . Letter writing conventions, including proper salutations, closings, formatting, etc.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 3A / 3H

Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

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.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary to describe how people in the target culture interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open air markets, plazas, walled houses and cities, modes of transportation etc.	<ul style="list-style-type: none"> • Role playing • Creating skits • Identifying cultural norms and taboos • Cultural readings • Viewing films, advertisements, music clips etc. • Listening to music and learning songs
Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to <i>vocabulary of giving and receiving compliments, showing gratitude, apologizing, expressing anger, and impatience.</i>	
Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary related to celebrations and social situations. Knowledge of <i>appropriate etiquette for social situations.</i>	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 3A / 3H

Connections

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

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?

Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa, and students will acquire and use information from a variety of sources only available in the world language.

Grade Level Expectations	Specific Skills	
Connections: Interdisciplinary Mode	How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?	Suggested Instructional Strategies
Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to large numbers, weather terminology, immigration patterns, maps, catalogues, the fine arts etc. Grade level reading comprehension.	<ul style="list-style-type: none"> • Use library media center or classroom computers to access relevant sites • Map reading activities • Climate studies • Research immigration patterns, interview immigrants from target culture
Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary of professions, metric conversions, health, nutrition and physical fitness.	<ul style="list-style-type: none"> • Cooking and recipes connecting to Family and Consumer Science classes • Use paintings depicting typical scenes of the target culture to encourage conversation and vocabulary development • Math problems, converting dollars to other currencies, English measurements to metric, Fahrenheit to Celsius etc.

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 Level 3A / 3H

Grade Level Expectations	Specific Skills	
Connections: Intradisciplinary 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?	Suggested Instructional Strategies
Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to the vocabulary of authentic documents, maps, technical vocabulary, appropriate figures of speech, etc	<ul style="list-style-type: none"> • Use Key pals, Internet research, TV, music, film and other media to explore every day events and life in the target culture

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 3A / 3H

Comparisons

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages and students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Grade Level Expectations	Specific Skills	
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	Suggested Instructional Strategies
Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English	All previously learned tenses, moods and grammatical structures, including but not limited to the various past tenses and the near future tense, the position of adjectives and object pronouns, and levels of address. Relevant vocabulary.	<ul style="list-style-type: none"> • Use library media center or classroom computers to access relevant sites • Map reading activities • Cooking and recipes connecting to Family and Consumer Science classes • Use paintings depicting typical scenes of the target culture to encourage conversation and vocabulary development Oral and written spelling practice • Analyze vocabulary families by looking at common roots • Compare word order patterns
Read and comprehend longer, more complex texts in abridged and unabridged formats	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Grade level reading ability.	
Use a writing process in producing work that includes self-assessment and discussion with other students	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Editing skills. Cooperative learning skills. Understanding of parts of speech, noun and verb forms, scoring rubrics and how to use a self-correcting guide.	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 3A / 3H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Understand how idiomatic expressions affect communication and reflect culture	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to idiomatic expressions and when and where to use them. Identify and explain how idioms reflect the culture of the target language, i.e., “Bon comme le bon pain” or “Tarda más que un día sin pan.”	<p>between languages</p> <ul style="list-style-type: none"> • Use authentic speakers (in person, on tape, internet etc.) to practice listening skills • Use authentic readings to present idioms, figures of speech, proverbs etc. • Student created and presented skits
Use oral and written language to relate their own experiences and construct their own stories	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary relating to personal experiences, daily life and storytelling.	
Using a variety of source materials predict outcomes and make comparisons	All previously learned tenses, moods and grammatical structures, including but not limited to comparisons of equality, inequality, superlatives, etc. Relevant vocabulary.	
Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries)	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Grade level writing skills.	
Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to word families and roots, proverbs and idioms.	
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	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Alphabet, diacritical marks, punctuation marks, dictionary skills. Ability to spell words aloud, using target language alphabet system.	

WORLD LANGUAGE CURRICULUM
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 Level 3A / 3H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Develop listening and speaking skills on a range of topics to facilitate reading skills	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Grade level appropriate listening, speaking and reading skills. Exposure to native speakers via internet, television, radio etc	
Organize in a logical sequence a written text provided by the teacher	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to sequencing terms, transitional phrases, conjunctions and temporal adverbs.	

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Cultures	How do I demonstrate an understanding of the similarities, differences and interactions across cultures?	
Compare and contrast the treatment of current issues across cultures by drawing on authentic texts	All previously learned tenses, moods and grammatical structures. Relevant vocabulary, including but not limited to vocabulary of seasons, weather, clothing, celebrations, holidays, professions. Grade level appropriate reading comprehension skills. Use of magazine and newspaper articles.	<ul style="list-style-type: none"> • Model and student repetition of gestures of target culture • Celebration of cultural events, birthdays, holiday celebrations • Graphic organizers comparing daily activities or special events, school or family life etc.

WORLD LANGUAGE CURRICULUM
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 Level 3A / 3H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Cultures	How do I demonstrate an understanding of the similarities, differences and interactions across cultures?	
Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences	All previously learned tenses, moods and grammatical structures, including but not limited to comparisons of equality, inequality, superlatives and some negative expressions. Relevant vocabulary, including but not limited to vocabulary of seasons, weather, clothing, celebrations, holidays, professions. Grade level appropriate reading comprehension skills. Use of magazine and newspaper articles.	<ul style="list-style-type: none"> Charts, posters, power points comparing weather, consequences, events etc.
Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s)	All previously learned tenses, moods and grammatical structures, including but not limited to comparisons of equality, inequality, superlatives and some negative expressions. Relevant vocabulary, including but not limited to vocabulary of seasons, weather, clothing, celebrations, holidays, professions. Grade level appropriate reading comprehension skills. Use of magazine and newspaper articles, blogs of peers, journal entries etc.	
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	All previously learned tenses, moods and grammatical structures, including but not limited to comparisons of equality, inequality, superlatives and some negative expressions. Relevant vocabulary, including but not limited to vocabulary of seasons, weather, clothing, celebrations, holidays, professions. Grade level appropriate reading comprehension skills. Use of magazine and newspaper articles.	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 3A / 3H

Communities

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Establish and/or maintain interpersonal relations with speakers of the target language via letters, e-mail and/or exchange programs	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Use of internet technology to establish and maintain relationships with peers in the target culture.	<ul style="list-style-type: none"> • Use of short books, simple stories, songs, rhymes, etc., for student enjoyment • Internet connections for e-pal, Skype and other social networking opportunities • Visits to ESL classes • Research on job opportunities in target culture • Plan a virtual (or actual) trip, including costs, hotel reservations, internal transportation options, dining options, etc.
Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form	All previously learned tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary relating to all aspects of their personal lives.	
Use various media from the target language and culture for entertainment	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Knowledge of how and where to access various entertainment forms, either on-line or from library media center	
Consult various sources in the target language to obtain information on topics of personal interest	All previously learned tenses, moods and grammatical structures. Relevant vocabulary. Knowledge of level appropriate websites such as shopping, cooking, restaurants, or vacation planning sites that are created for the target culture by the target culture, in the target language.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 3A / 3H

Evidence of Learning

- Common Formative Assessments i.e. reading comprehension questions, vocabulary quizzes, verb conjugation quizzes, scripted or improvised dialogue performances, listening comprehension assessments, oral quizzes, individual and small group oral presentations, paired interviews, power point presentations, dictations, written quizzes on grammatical structures, question and answer tasks, storyboarding
- Common Summative Assessments i.e. oral and written performance tests involving scripted dialogue, oral and written performance tests involving personalized application of structural and lexical content, videotaped, memorized dialogue performance, improvised speaking, proficiency tests/activities/projects which include reading, writing, speaking and listening components (including use of authentic materials), compare & contrast essays
- Structured Feedback
- Ongoing Feedback
- Peer-evaluation
- Regular evaluation of individual class participation according to rubric criteria

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 3A / 3H

French Resources

French 3A	French 3H
<p>Easy Readers: <i>Le Bonhomme Pain d'épice</i> <i>La princesse et les petits pois</i></p> <p>Student Resources: 501 French Verbs by Christopher Kendris Bantam New College French/English Dictionary</p> <p>Technology Resources: www.leconjugueur.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.en.wikibooks.org/wiki/French www.thefrenchexperiment.com www.quia.com www.lyricstraining.com www.frenchtoday.com www.wheatoncollege.edu/academic/academicdept/French/Vive/Voix/ www.libsyn.com www.french.yabla.com</p> <p>Teacher Resources: 501 French Verbs by Christopher Kendris Larousse Maxi Poche Dictionnaire 2011 Une Fois pour Toutes by H. Sturges, L. Nielsen & H. Herbst La France en Poche with audio CD Lire by Cavalli Ecrire pour Convaincre by G. Vigner Lisons comme ça! published by Glencoe McGraw Hill Contes de Grimm (stories on audio CD)</p>	<p>Readers: <i>Contes</i> <i>Lettres de mon Moulin</i></p> <p>Technology Resources: www.leconjugueur.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.en.wikibooks.org/wiki/French www.quia.com www.lyricstraining.com www.frenchtoday.com www.wheatoncollege.edu/academic/academicdept/French/Vive/Voix/ www.french.yabla.com</p> <p>Teacher Resources: <i>Tintin</i> <i>C'est pas Sorcier!</i></p>

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 3A / 3H

Spanish Resources

Spanish 3A	Spanish 3H
<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Realidades Dos textbook published by Pearson <i>Vanidades</i> magazine <i>People En Espanol</i> magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abc.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjuguemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com</p> <p>Teacher Resources: Una Vez Más, Tercera Edición published by Pearson Prentice Hall 501 Spanish Verbs by Christopher Kendris Spanish First Year, 4th Edition published by Amsco School Publications Español en Pareja Junior Realidades Dos Teacher Resources and Ancillary Materials Cassell’s Spanish-English English-Spanish Dictionary Spanish Two Years Workbook published by Amsco School Publications</p>	<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Avancemos 3 textbook published by Holt McDougal <i>Vanidades</i> magazine <i>People En Español</i> magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abs.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjuguemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com</p> <p>Teacher Resources: Avancemos 3 Teacher’s Edition and Ancillary Materials Una Vez Más, Tercera Edición published by Pearson Prentice Hall Repaso published by McGraw Hill School Puentes: Spanish for Intensive and High Beginner Courses, 5th Edition 501 Spanish Verbs by Christopher Kendris Spanish Three Years Workbook published by Amsco School Publications Español en Pareja Cassell’s Spanish-English English-Spanish Dictionary</p>

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

LEVEL 4A / 4H

ADVANCED FRENCH & SPANISH

Students will use another language to participate in culturally appropriate exchanges with peers in the target language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language describing and analyzing events of mutual interest. They will listen to and read a variety of authentic materials in the target language in order to make predictions regarding the differences between the target culture and their own. They will use oral and written language to maintain interpersonal relationships with native speakers, while using various media resources for entertainment.

HONORS FRENCH & SPANISH

At the 4 Honors level, students will learn more advanced tenses, grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. More focus will be on using a variety of media sources to interact interpersonally with native speakers. They will write in greater detail in a variety of formats. This class is conducted in the target language.

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 4A / 4H

Communication

How do I use another language to communicate with others?

How do I understand what others are trying to communicate in another language?

How do I present information, concepts and ideas in another language in a way that is understood?

Students will use another language to engage in conversation and correspondence, provide and obtain information, express feelings and emotions, exchange opinions, understand and interpret written and spoken language on a variety of topics, and present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
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	All tenses, moods, and grammatical structures. Relevant vocabulary including but not limited to vocabulary of life passages and ceremonies, customs, traditions, personal relationships.	<ul style="list-style-type: none"> • Oral presentations • Teacher modeling • Note taking • Graphic organizers • Interactive Promethean Flip-Charts • Collaborative learning activities • Visual cuing • Context clues • Collaborative writing • Journal writing • Timed writing • Model texts • Story boarding • Visualizing • Anticipation guide
Compare, contrast, synthesize, and exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and internet resources	All tenses, moods, and grammatical structures. Relevant vocabulary including but not limited to sequencing terms, judgment, expressing opinions, stating facts, and negative expressions	
Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences	All tenses, moods, and grammatical structures, including but not limited to direct and indirect object pronouns, conditional and subjunctive mood including <i>si</i> clauses, <i>idiomatic expressions appropriate to inviting, persuading, and ordering</i>	
Give and follow directions in order to travel from one location to another and ask questions for clarification	All tenses, moods, and grammatical structures. Specific emphasis on the Imperative mood and prepositions. Relevant vocabulary including but	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 4A / 4H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
	not limited to directional vocabulary, <i>vocabulary to describe one's environment, etc.</i>	<ul style="list-style-type: none"> • Mini-lessons • Picture stories • Brainstorming • Chronological ordering • Class discussion • Listening comprehension activities • Cloze practice • Collaborative error correction • Pre-reading and post reading activities • Process reading • Word sort and word splash
Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories or novels (generally simplified versions)	All tenses, moods, and grammatical structures. Relevant vocabulary including but not limited to vocabulary of opinion and judgment. Grade level appropriate reading skills	
Find alternate methods of communication when they cannot express their intended message adequately	All tenses, moods, and grammatical structures. Relevant vocabulary including but not limited to descriptive vocabulary (defining vocabulary using its purpose instead of its actual name)	
Given the appropriate resources and technology, students will discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints	All tenses, moods, and grammatical structures. Relevant <i>vocabulary including but not limited to vocabulary of wishes, indecision, asking for and giving advice, justifying an action, expressing obligations and solutions, expressing doubt, astonishment, fear, relief etc.</i>	

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language?	
Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical contemporary themes in the target culture	All tenses, moods, and grammatical structures. <i>Relevant vocabulary, grade level listening comprehension skills.</i>	
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	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Grade level listening comprehension skills.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 4A / 4H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive	How do I understand what others are trying to communicate in another language?	
Work individually to collect data on familiar topics from various print, digital and electronic resources	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Grade level listening comprehension skills, research skills (library, Internet, interview).</i>	
Comprehend 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, etc.	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Grade level reading comprehension.</i>	
Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Grade level reading skills, knowledge of cognates and false cognates, decoding skills.</i>	
Sustain listening comprehension when confronted with less familiar topics	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Grade level listening comprehension skills including understanding verbal and nonverbal cues, listening for rephrasing and circumlocution, etc.</i>	
Recognize and respond appropriately to questions, statements or commands	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Specific emphasis on the imperative mood, interrogative expressions, expressions of conditions and possibilities, etc.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 4A / 4H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Presentational	How do I present information, concepts and ideas in another language in a way that is understood	
Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Research and technology skills.</i>	
Describe, explain, express opinions about and/or analyze stories, plays, poems, or other literature, as well as radio programs, music, films, art, and websites	All tenses, moods, and grammatical structures. <i>Relevant vocabulary including but not limited to vocabulary of opinion, judgment, and critiquing. Knowledge of the facts behind a particular genre including author, director, composer, artist historical setting etc</i>	
Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest	<i>All tenses, moods and grammatical structures. Relevant vocabulary. Letter writing conventions, texting and email conventions, vocabulary of current events, slang, etc.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 4A / 4H

Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

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.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary specific to cultural products of home and community i.e., typical locations for entertainment and leisure activities, regional foods and products, etc.	<ul style="list-style-type: none"> • Role playing • Creating skits • Identifying cultural norms and taboos • Cultural readings • Viewing films, advertisements, music clips etc.
Identify, experience, or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, music, films, television, websites and the fine arts, in order to explore their effects on the larger community	All tenses, moods and grammatical structures. Relevant vocabulary. Knowledge of important artists, authors, film makers, journalists, and musicians, as well as their products and how those products reflect the culture of the language being studied and how they reflect universal themes common to all cultures.	<ul style="list-style-type: none"> • Analysis of humor and message in political cartoons • Student created video/film that reflects cultural practices or perspectives
Observe, identify, and discuss patterns of behavior or interaction that are typical of their peer group in the target culture	All tenses, moods and grammatical structures. Relevant vocabulary. Knowledge and understanding of the target culture’s perspectives on topics such as educational requirements, male/female roles, money, body image and hygiene, the role of television, public spaces etc.	
Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, or role-playing of the target culture	All tenses, moods, and grammatical structures. Relevant vocabulary including but not limited to vocabulary of inviting, accepting or rejecting invitations, party etiquette.	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 4A / 4H

Connections

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

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?

Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa, and students will acquire and use information from a variety of sources only available in the world language.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Connections: Interdisciplinary	How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?	
Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes	All tenses, moods, and grammatical structures. Relevant vocabulary. Understanding of authentic documents, maps, recipes, etc.	<ul style="list-style-type: none"> • Use library media center or classroom computers to access relevant sites • Map reading activities, i.e., using a map to retrace military campaigns, journeys of famous historical figures, etc. • Use paintings depicting typical scenes of the target culture to encourage conversation and vocabulary development • Persuasive essays about a controversial issue • Explore universal themes (e.g., death, love, war, etc.) through target language literature, art and other media
Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections	All tenses, moods, and grammatical structures. Ability to locate information appropriate to assignment.	

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Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Connections: Intradisciplinary	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?	
Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations	All tenses, moods and grammatical structures. Understanding of authentic documents, maps, recipes, technical vocabulary, appropriate figures of speech, etc.	<ul style="list-style-type: none"> • Internet research projects • Debates on current events or issues, from perspective of people in the target culture • Research employment opportunities in the target culture
Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture	All tenses, moods and grammatical structures. Grade level reading skills, relevant vocabulary, basic internet and library research skills	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 4A / 4H

Comparisons

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages and students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Analyze various elements of the target language (such as tense or time), and compare and contrast them with comparable linguistic elements in English	All tenses, moods, and grammatical structures. Relevant vocabulary. Specific grammatical structures including but not limited to position of object pronouns, adjectives, adverbs and negative expressions in sentences of different tenses and idiomatic expressions.	<ul style="list-style-type: none"> • Language family tree • Analysis of public vs private speaking styles • Dictionary and thesaurus exercises • Comparisons of literary genres • Analysis of language nuances, idioms and meanings • Journal writing • Personal essays
Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary of opinion, judgment, and transitional phrases.	
Read and comprehend longer, more complex texts in abridged and unabridged formats	All tenses, moods and grammatical structures. Relevant vocabulary. Grade level reading comprehension. Recognition of noun and verb forms and how they function in the target language	
Use a writing process in producing work that includes self-assessment and discussion with other students	All tenses, moods and grammatical structures. Relevant vocabulary. Editing skills.	

WORLD LANGUAGE CURRICULUM
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 Level 4A / 4H

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparisons Among Languages	How do I demonstrate an understanding of the similarities, differences and interactions across languages?	
Understand how idiomatic expressions affect communication and reflect culture	All tenses, moods and grammatical structures. Relevant vocabulary. Idioms typical of the target culture	
Use oral and written language to relate their own experiences and construct their own stories	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to sequencing vocabulary and transitional phrases	
Using a variety of source materials, predict outcomes and make comparisons	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to comparisons of equality, inequality and superlatives.	
Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries)	All tenses, moods and grammatical structures. Relevant vocabulary.	
Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing	All tenses, moods and grammatical structures. Relevant vocabulary. Basic understanding of etymology and how languages develop and change	
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	All tenses, moods and grammatical structures. Relevant vocabulary. Diacritical marks, punctuation marks, alphabet, rules of diphthongs and other spelling and grammatical conventions,	
Develop listening and speaking skills on a range of topics to facilitate reading skills	All tenses, moods and grammatical structures. Relevant vocabulary. Ability to discern homophones, homonyms, subtle differences in pronunciation, circumlocution, use context clues to make educated guesses, etc.	
Organize in a logical sequence a written text provided by the teacher	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to sequencing vocabulary and temporal expressions	

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 Level 4A / 4H

Grade Level Expectations	Specific Skills	
Comparisons Among Cultures	How do I demonstrate an understanding of the similarities, differences and interactions across cultures	Suggested Instructional Strategies
Compare and contrast the treatment of current issues across cultures by drawing on authentic texts	All tenses, moods and grammatical structures. Relevant vocabulary and linguistic nuances,	<ul style="list-style-type: none"> • Comparison activities (e.g., meal times, dress, sports, cars, relationships, weather conditions, education, etc.) • Use literary excerpts, film, music, TV, and other media to analyze cultural similarities and differences • Internet research projects • Interviews (in person or on-line) • Student-made videos or films illustrating cultural comparisons • Literary pastiches • Student made advertisements (video, posters, newspapers, etc.)
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	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary of tangible and intangible cultural products, practices and perspectives. Knowledge of contributions made by members of the target culture community	
Use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences	All tenses, moods and grammatical structures. Relevant vocabulary Recognition of non-verbal behavior in target culture.	
Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s)	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary relating to various institutions in different cultures (e.g., family, education, religion, health care, etc.) Ability to recognize and identify cultural perspectives as reflected in literature, film and other media	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 4A / 4H

Communities

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Establish and/or maintain interpersonal relations with speakers of the target language via letters, e-mail, and/or exchange programs	All tenses, moods and grammatical structures. Relevant vocabulary Use of internet technology to establish and maintain relationships with peers in the target culture	<ul style="list-style-type: none"> • Develop resumes in target language • Statistical analysis of contemporary issues, (e.g., import/export numbers, stocks and bonds and foreign currencies, etc.) • Portfolio of student interests in the target culture • Internet research activities • Skype and other chat activities on Internet • Volunteer activities in the community or school • Web page creation in target language
Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form	All tenses, moods and grammatical structures. Relevant vocabulary including but not limited to vocabulary relating to all aspects of personal lives	
Use various media from the target language and culture for entertainment	All tenses, moods and grammatical structures. Relevant vocabulary. Knowledge of how and where to access various entertainment forms, either on-line or from library media center	
Consult various sources in the target language to obtain information on topics of personal interest	All tenses, moods and grammatical structures. Relevant vocabulary Knowledge of target language websites such as shopping, cooking, restaurants, vacation planning sites etc.	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 4A / 4H

Evidence of Learning

- Common Formative Assessments i.e. reading comprehension questions, vocabulary quizzes, verb conjugation quizzes, scripted or improvised dialogue performances, listening comprehension assessments, oral quizzes, individual and small group oral presentations, paired interviews, power point presentations, dictations, written quizzes on grammatical structures, question and answer tasks, storyboarding
- Common Summative Assessments i.e. oral and written performance tests involving scripted dialogue, oral and written performance tests involving personalized application of structural and lexical content, videotaped, memorized dialogue performance, improvised speaking, proficiency tests/activities/projects which include reading, writing, speaking and listening components (including use of authentic materials), compare & contrast essays
- Structured Feedback
- Ongoing Feedback
- Peer-evaluation
- Regular evaluation of individual class participation according to rubric criteria

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 Level 4A / 4H

French Resources

French 4A	French 4H
<p>Student Resources: 501 French Verbs by Christopher Kendris Bantam New College French/English dictionary</p> <p>Technology Resources: www.leconjugueur.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.en.wikibooks.org/wiki/French www.thefrenchexperiment.com www.quia.com www.lyricstraining.com www.frenchtoday.com www.wheatoncollege.edu/academic/academicdept/French/Vive/Voix/ www.libsyn.com www.french.yabla.com</p> <p>Teacher Resources: 501 French Verbs by Christopher Kendris Larousse Maxi Poche dictionnaire 2011 Une Fois Pour Toutes by H. Sturges, L. Nielsen & H. Herbst La France en Poche with audio CD Lire by Cavalli Ecrire pour convaincre by G. Vigner Lisons comme ça! published by Glencoe McGraw Hill Guide Pratique de la communication by A. Chamberlain & R. Steel</p>	<p>Readers: <i>Lancelot</i> <i>Jean de Florette</i> <i>Notre Dame de Paris</i></p> <p>DVDs: <i>Jean de Florette & Manon des Sources</i> <i>Notre Dame de Paris</i></p> <p>Technology Resources: www.leconjugueur.com www.wordreference.com/fren/ www.laits.utexas.edu/tex/gr/index.html www.french.about.com www.en.wikibooks.org/wiki/French www.quia.com www.lyricstraining.com www.frenchtoday.com www.wheatoncollege.edu/academic/academicdept/French/Vive/Voix/ www.french.yabla.com</p>

WORLD LANGUAGE CURRICULUM
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 Level 4A / 4H

Spanish Resources

Spanish 4A	Spanish 4H
<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Realidades Tres textbook published by Pearson <i>Vanidades</i> magazine <i>People En Espanol</i> magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abc.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjuguemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com www.spanish.yabla.com</p> <p>Teacher Resources: Una Vez Más, Tercera Edición published by Pearson Prentice Hall 501 Spanish Verbs by Christopher Kendris Repaso published by McGraw Hill School Español en Pareja Realidades Tres Teacher Resources and Ancillary Materials Cassell’s Spanish-English English-Spanish Dictionary Spanish Three Years Workbook published by Amsco School Publications</p>	<p>Student Resources: Vox Compact Spanish and English Dictionary, Third Edition Avancemos 4 textbook published by Holt McDougal <i>Vanidades</i> magazine <i>People En Español</i> magazine</p> <p>Technology Resources: www.bbc.co.uk/mundo/ www.elpais.com www.abs.es www.lanacion.com www.elmundo.com www.spanish.about.com www.studyspanish.com www.conjuguemos.com www.colby.edu/~bknelson/SLC/index.php www.quia.com www.spanishdict.com www.spanish.yabla.com</p> <p>Teacher Resources: Avancemos 4 Teacher’s Edition and Ancillary Materials Una Vez Más, Tercera Edición published by Pearson Prentice Hall Repaso published by McGraw Hill School Puentes: Spanish for Intensive and High Beginner Courses, 5th Edition 501 Spanish Verbs by Christopher Kendris Spanish Three Years Workbook published by Amsco School Publications Español en Pareja Cassell’s Spanish-English English-Spanish Dictionary Album: Cuentos del mundo hispánico, Tercera Edicion</p>

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

LEVEL 5A / 5H / 5AP

ADVANCED FRENCH & SPANISH

Students will use another language to participate in culturally appropriate exchanges in the target language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language describing and analyzing current events, social issues and personal views. They will listen to and read a variety of authentic materials in the target language in order to explore their effects on the larger community. They will use oral and written language to maintain interpersonal relationships with native speakers to obtain information regarding topics of personal interest.

HONORS FRENCH & ADVANCED PLACEMENT/ECE SPANISH

At the 5 Advanced Placement/Honors level, students will be expected to master all tenses. There will be a review of all grammar and continued practice in composition leading to command of practical idioms and vocabulary. Students will be expected to master their ability to write compositions, letters, texts, e-mails, comparison/contrast and synthesis essays. In depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking world are a major component of this class. Students will practice extensively the skills needed for the Advanced Placement test, including responding orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. This class is conducted in the target language.

Students in the AP/ECE Spanish course have the opportunity to earn 6 Early College Experience UCONN credits as well as take the AP exam. They will be expected to fulfill the same requirements as UCONN students for the Intermediate Composition and Spanish Conversation: Cultural Topics courses.

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 5A / 5H / 5AP

Communication

How do I use another language to communicate with others?

How do I understand what others are trying to communicate in another language?

How do I present information, concepts and ideas in another language in a way that is understood?

Students will use another language to engage in conversation and correspondence, provide and obtain information, express feelings and emotions, exchange opinions, understand and interpret written and spoken language on a variety of topics, and present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
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	All tenses, moods, and grammatical structures. Vocabulary of employment, higher education, letter writing, finance, personal goals	<ul style="list-style-type: none"> • Oral presentations • Teacher modeling • Note taking • Graphic organizers • Interactive Promethean Flip-Charts • Collaborative learning activities • Visual cuing • Context clues • Collaborative writing • Journal writing • Timed writing • Model texts • Story boarding • Visualizing • Anticipation guide
Compare, contrast, and synthesize information about international current events based on newspaper or magazine articles, television and radio programs, videos, films, and internet resources	All tenses, moods, and grammatical structures. Vocabulary including sequencing terms, judgment, expressing opinions, stating facts, negative expressions	
Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.	All tenses, moods, and grammatical structures, specifically direct and indirect object pronouns, conditional and subjunctive moods including si clauses, transitional words or phrases	
Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages	All tenses, moods, and grammatical structures. Descriptive vocabulary, defining vocabulary using the purpose of an object rather than its actual name	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 5A / 5H / 5AP

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpersonal	How do I use another language to communicate with others?	
Share personal reactions and feelings about authentic literary texts such as poems, plays, short stories or novels (these may include excerpts or simplified versions)	All tenses, moods, and grammatical structures. Vocabulary of opinion and judgment. Grade level reading comprehension skills.	<ul style="list-style-type: none"> • Mini-lessons • Picture stories • Brainstorming • Chronological ordering • Class discussion • Listening comprehension activities • Cloze practice • Collaborative error correction • Pre-reading and post reading activities • Process reading • Word sort and word splash

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive mode	How do I understand what others are trying to communicate in another language?	
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 language	All tenses, moods, and grammatical structures. Relevant <i>vocabulary including terminology related to diplomacy, newspaper and television news, issues of interest to adolescents. Some knowledge of important historical events of the target culture. Increasingly sophisticated listening comprehension skills</i>	
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.	All tenses, moods, and grammatical structures. <i>Vocabulary related to topic or story being studied. Ability to infer writer's point of view, analyze social context of a spoken exchange, interpret information presented visually</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Interpretive mode	How do I understand what others are trying to communicate in another language?	
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	All tenses, moods, and grammatical structures. Relevant <i>vocabulary including terminology common in non-fiction articles, specifically those used to report on current events.</i>	
Work individually to collect data on familiar topics from various print, digital and electronic resources	All tenses, moods, and grammatical structures. Relevant <i>vocabulary including terminology common in non-fiction articles, specifically those used to report on current events.</i>	
Sustain listening comprehension when confronted with less familiar topics relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts	All tenses, moods, and grammatical structures. <i>Ability to discern between homophones, homonyms, etc. increasingly sophisticated listening comprehension skills</i>	
Recognize and respond appropriately to questions, statements or commands		

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Communication: Presentational Mode	How do I present information, concepts and ideas in another language in a way that is understood?	
Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language	All tenses, moods, and grammatical structures. <i>Organizational elements of writing, approaching native pronunciation and intonation,</i>	
Describe, explain, express opinions about and/or analyze stories, plays, poems, or other literature, as well as radio programs, music, films, art and websites	All tenses, moods, and grammatical structures. <i>Vocabulary of opinion, judgment, interrogatives, interview questioning techniques, literary conventions</i>	
Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest	All tenses, moods, and grammatical structures. <i>Vocabulary of business and personal letters and correspondence.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

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.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance	All tenses, moods, and grammatical structures. <i>Vocabulary of home and community, specifically those items unique to the target culture.</i>	<ul style="list-style-type: none"> • Role playing • Creating skits • Identifying cultural norms and taboos • Cultural readings • Viewing films, advertisements, music clips etc. • Analysis of humor and message in political cartoons • Student created video/film that reflects cultural practices or perspectives
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	All tenses, moods, and grammatical structures. <i>Grade level reading ability. Understanding of and appropriate response to humor in various media. Cultural factors that affect meaning. Knowledge of artists and writers of target culture.</i>	
Observe, identify, and discuss patterns of behavior or interaction that are typical of their peer group in the target culture	All tenses, moods, and grammatical structures. <i>Understanding of and appropriate response to humor in personal interactions. Cultural factors that affect communication. Slang vocabulary.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Connections

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

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?

Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa, and students will acquire and use information from a variety of sources only available in the world language.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Connections: Interdisciplinary mode	How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?	
Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes	All tenses, moods, and grammatical structures. <i>Understanding of authentic documents, maps, relevant vocabulary, etc...</i>	<ul style="list-style-type: none"> • Use library media center or classroom computers to access relevant sites • Map reading activities, i.e., using a map to retrace military campaigns, journeys of famous historical figures, etc. • Use paintings depicting typical scenes of the target culture to encourage conversation and vocabulary development • Persuasive essays about a controversial issue • Explore universal themes (e.g., death, love, war, etc.) through target language literature, art and other media
Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections	All tenses, moods, and grammatical structures. <i>Understanding of connections between the culture of the language being studied and American culture. Ability to locate information appropriate to assignment.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Grade Level Expectations	Specific Skills	
Connections: intradisciplinary 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?	Suggested Instructional Strategies
Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations	All tenses, moods, and grammatical structures. <i>Understanding of authentic documents, maps, relevant vocabulary, etc...</i>	<ul style="list-style-type: none"> • Internet research projects • Debates on current events or issues, from perspective of people in the target culture • Research employment opportunities in the target culture
Access and analyze materials looking for sources of information for potential use in original work on the target language or culture(s)	All tenses, moods, and grammatical structures. <i>Grade level reading skills, relevant vocabulary, basic internet and library research skills.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Comparisons

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages and students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparison Among Languages	How do I demonstrate an understanding of the similarities, differences, and interactions across languages?	
Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English	All tenses, moods, and grammatical structures. Relevant vocabulary and structures including but not limited to <i>idiomatic expressions, telephone and texting etiquette, rhetorical and oratorical techniques, placement of adjectives, formation of adverbs, agreement, prepositions, etc.</i>	<ul style="list-style-type: none"> • Language family tree • Analysis of public vs private speaking styles • Dictionary and thesaurus exercises • Comparisons of literary genres • Analysis of language nuances, idioms and meanings
Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication	All tenses, moods, and grammatical structures. <i>Relevant vocabulary, transitional phrases.</i>	
Read and comprehend longer, more complex texts in abridged and unabridged formats	All tenses, moods, and grammatical structures. <i>Relevant vocabulary, grade level reading skills.</i>	
Use a writing process in producing work that includes self-assessment and discussion with other students	All tenses, moods, and grammatical structures. <i>Relevant vocabulary, editing skills, cooperative learning skills, understanding of rubrics, how to create them and how to interpret them etc.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Comparison Among Languages	How do I demonstrate an understanding of the similarities, differences, and interactions across languages?	
Understand how idiomatic expressions affect communication and reflect culture	All tenses, moods, and grammatical structures. <i>Idiomatic expressions, slang terms, appropriate levels of address and choice of words.</i>	
Use oral and written language to relate their own experiences and construct their own stories	All tenses, moods, and grammatical structures. <i>Relevant vocabulary including but not limited to vocabulary of daily life, travel, school, family, employment etc.</i>	
Using a variety of source materials predict outcomes and make comparisons	All tenses, moods, and grammatical structures. <i>Relevant vocabulary, including but not limited to comparatives of equality and inequality, superlatives, etc.</i>	
Produce coherent and accurate written work for a variety of purposes (e.g., messages, short notes, journal entries, essays etc.)	All tenses, moods, and grammatical structures. Relevant vocabulary.	
Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing	All tenses, moods, and grammatical structures. <i>Advanced understanding of etymology and how languages develop and change</i>	
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	All tenses, moods, and grammatical structures. <i>Diacritical marks, punctuation marks, alphabet, rules of diphthongs and other spelling and grammatical conventions, etc.</i>	
Develop listening and speaking skills on a range of topics.	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Ability to discern homophones, homonyms, subtle differences in pronunciation, circumlocution, use context clues to make educated guesses, etc.</i>	

WORLD LANGUAGE CURRICULUM
 Grades 6 – 12
 Level 5A / 5H / 5AP

Grade Level Expectations	Specific Skills	
Comparison Among Cultures	How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?	Suggested Instructional Strategies
Compare and contrast the treatment of current issues across cultures by drawing on authentic texts	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Linguistic nuances, idioms, regionalisms, historical context, etc.</i>	<ul style="list-style-type: none"> • Comparison activities (e.g., meal times, dress, sports, cars, relationships, weather conditions, education, etc.) • Use literary excerpts, film, music, TV, and other media to analyze cultural similarities and differences • Internet research projects • Interviews (in person or on-line) • Student-made videos or films illustrating cultural comparisons
As students gain new information and perspectives they will demonstrate understanding of the similarities and differences across cultures.	All tenses, moods, and grammatical structures. <i>Vocabulary of tangible and intangible cultural products, practices and perspectives.</i>	
Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s)	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Recognition of non-verbal behavior in target culture.</i>	
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	All tenses, moods, and grammatical structures. <i>Relevant vocabulary, including but not limited to vocabulary relating to various institutions in different cultures (e.g., family, education, religion, health care, etc.) Ability to recognize and identify cultural perspectives as reflected in literature, film, internet resources, etc.</i>	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 5A / 5H / 5AP

Communities

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Grade Level Expectations	Specific Skills	Suggested Instructional Strategies
Establish and/or maintain interpersonal relations of speakers of the target language via letters, e-mail and/or exchange programs	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Sufficient technological skills to communicate through the internet.</i>	<ul style="list-style-type: none"> • Develop resumes in target language • Statistical analysis of contemporary issues, (e.g., import/export numbers, stocks and bonds and foreign currencies, etc.) • Portfolio of student interests in the target culture • Internet research activities • Skype and other chat activities on Internet • Volunteer activities in the community or school • Web page creation in target language
Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form	All tenses, moods, and grammatical structures. <i>Grammatical conventions including but not limited to appropriate levels of address (register)</i>	
Use various media from the target language and culture for entertainment	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Ability to access films, TV, radio, print media etc., through use of library, Internet, etc.</i>	
Consult various sources in the target language to obtain information on topics of personal interest	All tenses, moods, and grammatical structures. <i>Relevant vocabulary. Understanding of internet sites in the target language and from the target culture, how to access them and determine validity of information found in them</i>	

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 5A / 5H / 5AP

Evidence of Learning

- Common Formative Assessments i.e. reading comprehension questions, vocabulary quizzes, verb conjugation quizzes, scripted or improvised dialogue performances, listening comprehension assessments, oral quizzes, individual and small group oral presentations, paired interviews, power point presentations, dictations, written quizzes on grammatical structures, question and answer tasks, storyboarding
- Common Summative Assessments i.e. oral and written performance tests involving scripted dialogue, oral and written performance tests involving personalized application of structural and lexical content, videotaped, memorized dialogue performance, improvised speaking, proficiency tests/activities/projects which include reading, writing, speaking and listening components (including use of authentic materials), compare & contrast essays
- Structured Feedback
- Ongoing Feedback
- Peer-evaluation
- Regular evaluation of individual class participation according to rubric criteria

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
Level 5A / 5H / 5AP

French Resources

French 5H

Readers:

Le Petit Prince

DVDs:

La Haine

Les Choristes

Azur et Asmar

Je vous Trouve Très Beau

Technology Resources:

www.leconjugueur.com

www.wordreference.com/fren/

www.laits.utexas.edu/tex/gr/index.html

www.french.about.com

www.en.wikibooks.org/wiki/French

www.quia.com

www.lyricstraining.com

www.frenchtoday.com

www.wheatoncollege.edu/academic/academicdept/French/Vive/Voix/

www.french.yabla.com

Teacher Resources:

AP French Language test preparation book with 3 audio CDs

How to Prepare for AP French test preparation book with 3 audio CDs

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
Level 5A / 5H / 5AP

Spanish Resources

Spanish 5A

Student Resources:

Vox Compact Spanish and English Dictionary, Third Edition
Imagina, 2nd Edition published by Vista Higher Learning
Vanidades magazine
People En Español magazine

Technology Resources:

www.bbc.co.uk/mundo/
www.elpais.com
www.abs.es
www.lanacion.com
www.elmundo.com
www.spanish.about.com
www.studyspanish.com
www.conjuguemos.com
www.colby.edu/~bknelson/SLC/index.php
www.quia.com
www.spanishdict.com
www.veintemundos.com
www.spanish.yabla.com

Teacher Resources:

Avancemos 4 Teacher's Edition and Ancillary Materials
Una Vez Más, Tercera Edición published by Pearson Prentice Hall
Repaso published by McGraw Hill School
Puentes: Spanish for Intensive and High Beginner Courses, 5th Edition
501 Spanish Verbs by Christopher Kendris
Spanish Three Years Workbook published by Amsco School Publications
Español en Pareja
Cassell's Spanish-English English-Spanish Dictionary
Album: Cuentos del mundo hispánico, Tercera Edición

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

Level 5A / 5H / 5AP

Spanish Resources

Spanish 5 AP / ECE

Student Resources:

Vox Compact Spanish and English Dictionary, Third Edition
Una Vez Más published by Pearson Prentice Hall
Abriendo Paso 2012 Lectura published by Pearson
Revista by Vista Higher Learning
AP Spanish Preparing for the Language Examination published by Pearson Prentice Hall
Diez Cuentos de Eva Luna published by McGraw Hill
Authentik En Espanol magazine and CD set
Vanidades magazine
People En Español magazine

Lesson with DVD

Like Water for Chocolate
El Norte

Technology Resources:

www.bbc.co.uk/mundo/
www.elpais.com
www.abs.es
www.lanacion.com
www.elmundo.com
www.spanish.about.com
www.studyspanish.com
www.conjuguemos.com
www.colby.edu/~bknelson/SLC/index.php
www.quia.com
www.spanishdict.com
www.veintemundos.com
www.apcollegeboard.org

Teacher Resources:

Una Vez Más, Tercera Edición published by Pearson Prentice Hall
Puentes: Spanish for Intensive and High Beginner Courses, 5th Edition
501 Spanish Verbs by Christopher Kendris
Español en Pareja
Cassell's Spanish-English English-Spanish Dictionary
College Repaso: Workbook and Audiocassettes 1-3 by McGraw Hill
Abriendo Paso 2012 Lectura Teacher's Guide and Ancillary Materials published by Pearson Prentice Hall
Revista Instructor's Annotated Edition published by Vista High Learning
Encuentros Maravillosos 2011 Gramática A Través de la Literatura and Ancillary Materials published by Pearson
Espanol en Vivo with CD published by Yale University Press
Graded Spanish Reader Segunda Etapa, 5th Edition published by Cengage Learning
Album: Cuentos del mundo hispánico, Tercera Edicion
AP Spanish Preparing for the Language Examination Teacher's Manual and Ancillary Materials published by Pearson Prentice Hall
Abriendo Paso 2012 Gramatica published by Pearson Prentice Hall

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
ECE Composition and Cultural Topics + AP Spanish Language

AP – New Topics

Global Challenges
Personal and Public Identities
Science and Technology
Beauty and Aesthetics
Contemporary Life
Families and Communities

AP credit cannot be used for minor or major

Grade Distribution:

Speaking 30%

Writing 30%

Other assessments: 40%

Reading / Listening Comprehension, Grammar and Vocabulary

ECE- composition

Requirements:

- 5 essays of 500 words or 10 essays of 250 words
- Portfolio – collection of all written works
- Journals
- Rubrics

Percentages: UCONN

(25% class participation /35% presentaciones / 5% pruebas / 35% examen final)

ECE – conversation: cultural topics

Requirements:

- 10 quizzes
- 4 essays (500 wds – authors and texts not discussed in class)
- 3 Oral Presentations (15 minutes – formal –w/ visuals- discussing author, work or theme discussed in class)
- You may not use notes / ppt need to have bullets with critical points

Things to remember for AP essays and orals

- No yo- use se impersonal
- Not 5 paragraph because it sets up for summary and not synthesis
- No yo creo/ pienso – use Es evidente, se ve, se nota, se dice
- Don't use “fuente 1,2,3” – use “en el artículo por...”
- Begin orals with “Buenos días, hoy yo quiero hablarles de...”

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

ECE Composition and Cultural Topics + AP Spanish Language

Sept / Oct	Unit 1: Contemporary Life (leisure & sports, professions, education, advertising & marketing, holiday & celebrations, housing & shelter, rites of passage, travel)		
Theme + Vocabulary	How does daily life vary in different cultures? / How do people and society define the quality of life? How do practices, products and perspectives of a culture today influence our life? / What are some challenges we are faced with in today's world? / Vocab list: Contemporary life		
Reading / listening Resources	<p><i>Revista:</i> Modos de Vivir (6) (experiencias) y (2) felicidad <i>Abriendo Paso:</i> with reading comp / conversation/listening activities</p> <ul style="list-style-type: none"> Jacinto Contreras...(Cela) El décimo (Pardo Bazán) Cartas a un amor (Allende) El delantal blanco (Vodanovic) Tomatina <p>3 BBC Mundo Articles: (2 written / 1 video) Happiness BBC Mundo: Video- "La búsqueda" http://www.bbc.co.uk/mundo/noticias/2011/02/110209_video_brasil_felicidad_constitucion_lh.shtml http://www.bbc.co.uk/mundo/noticias/2011/05/110506_gen_felicidad_men.shtml (el secreto de la felicidad) http://www.bbc.co.uk/mundo/noticias/2011/05/110525_emociones_atraccion_sexual_men.shtml (los hombres felices) Veinte mundos – http://www.veintemundos.com/magazines/16-en/intercambio/ Costa Rica-lección de vida http://www.veintemundos.com/magazines/13-en/mochilero/ (Lorenzo Córdoba) Authentik: May 2008 Trabajo w/ audio / Ver 2011 Vacaciones / Educ Sept '06 Song: Bonito (Jorge)</p>	<p>Viewing: feature films, film shorts, video interview</p> <p>Largometraje: <i>Volver</i></p> <p>Cortos: <i>Bajo la sombrilla / My backyard was a mountain</i> Cortos: <i>Diez Minutos</i> <i>Español en vivo:</i> Cap3 el trabajo y la rutina Watch interviews and take notes: http://www.rtve.es/television/espanoles-en-el-mundo/</p>	
	<p>Speaking</p> <p>2 minute recording answering the questions: (using any of the information collected)</p> <ul style="list-style-type: none"> ¿En qué situación se encuentran los jóvenes? (trabajo 2008) - licenciado ¿Cómo ha cambiado la educación en Esp. y por qué? Compara a EEUU (educacion 2006) – ciudadanía Compara los diferentes modos de divertirse de vacación. (authentic vacaciones 2011) <p>AP manual – oral presentation: p.227# 2 (trabajo)</p> <p>Presentation: cuba – blog (AP wrkshp)</p>		
Writing	<p>3 Interpersonal writing –choose 1 for at least 3 story in Abriendo Paso min. 60 word/ 10 minutes</p> <p>journal entries: <i>volver</i> / telebasura. P. 29 filmarobics / español en vivo y en el mundo – How does daily life differ?</p> <p>*Composition: ¿Trabajamos para vivir o vivir para trabajar? (compara nuestra sociedad con una hispanohablante)</p> <p>AP manual Presentational Write; p. 195 # 16 (turismo)</p> <p>Journal entry: a favor de o en contra de los beneficios sociales.</p>	AP manual Listening & Reading	<p>September</p> <p>Listening : Short dialo 1-6 Long Dialog 1-2 Long narr 1-2 Reading:1-7</p> <p>October</p> <p>Listening: Short narr 1-4 Long dialogne 3 Long narr 3 Reading 8-13</p>
Grammar	<p><i>UVM 1:</i> present tense / imperative / passive voice / <i>UVM 2:</i> present perfect / pretérito / imperfecto / pluperfect</p>		
Assessment	<p>Grammar: UVM practice quiz and formal quiz / Vocabulary: 2 vocab quizzes</p> <p>Writing: Journal entries / interpersonal writes / *Composition (culminating assessment using all info gathered)</p> <p>Reading / listening : Reading activities / Reading quizzes / listening activities / AP manual assignment</p> <p>Speaking: Roundtable discussion / 2 min recorded oral / oral presentation</p>		

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

ECE Composition and Cultural Topics + AP Spanish Language

Nov./Dec.	Unit 2: Personal and Public Identities (alienation, assimilation, language, identity, multiculturalism, beliefs and values, immigration, nationalism, patriotism)			
Theme + Vocabulary	What does it mean to be a global citizen? / How do multi-cultural identities affect our society and those around the world? Vocab list: Identidades públicas y personales			
Reading / listening Resources	<p><i>Abriendo Paso</i>: with reading comp / conversation/listening activities</p> <ul style="list-style-type: none"> • Cajas de Cartón • Toledo (tres culturas unidas) • Los indios Kuna <p>Research: (go to website rtve.es) http://www.rtve.es/noticias/racismo-europa/ http://www.rtve.es/buscador/GoogleServlet?q=inmigracion (listening) Investigate topics (beliefs, racism, immigration, language, assimilation) at least 3* <ul style="list-style-type: none"> • collect information (chart) • share with class (roundtable) Guaraní en Paraguay- veinte mundos http://www.veintemundos.com/magazines/25-en/ Song: Sonidos p. 11: el indio – Los de abajo Viaje tiempo atrás & Qué será (Jorge – compare)</p>	Writing	<p>Journals: 3 Interpersonal writing –write a reflection piece on each article/min. 60 word/ 10 minutes</p> <ul style="list-style-type: none"> • *3 facts about articles • An opinión on: “How do multi-cultural identities affect our society and those around the world?” <p>Journal entries on movie: (bajo / norte)</p> <ul style="list-style-type: none"> • What cultural traditions are kept? • What does an immigrant face coming to this country? • How does the main character assimilate? • What evidence of racism is seen? <p>AP manual: Presentational write p. 165 # 5 (celebraciones tradicionales) p. 175 #9 (conservando culturas) p. 184 # 12 (grupos indigenas) p. 189 #14 (comida y cultura) Pro / Cons of immigration (ap workshop- Elizabeth)</p>	
Viewing: films, video,	<p>Largometraje: <i>Bajo la misma luna / el norte Español en vivo</i>: Cap 8-9: el emigrante I + II / Cap 16: la identidad / Cap. 19 :religión y cultura</p>	Grammar Review	<p><i>UVM 3</i>: Future / Future perfect / Conditional / Conditional perfect <i>UVM 4</i>: Present + Imperfect subjunctive</p>	
Speaking	<p>2 minute recording answering the questions: (using any of the information collected)</p> <ul style="list-style-type: none"> • What does it mean to be a global citizen? • How do multi-cultural identities affect our society and those around the world? <p>AP manual – oral presentation: p.260 #18 (artists message to public) / p. 235 # 6(role of languages) p. 245 #11 (el uso de español en EEUU) Mujeres / igualdad – AP wkshp can be PW too</p>	AP manual Listening & Reading	<p>November: Listening: Short Dial.7-12 Long Dial 4-5 Long Narr 4</p> <p>Reading: Sect 14 - 20</p>	<p>December: Listening: Short Narr 5-9 Long Dial 6 Long Narr 5-6</p> <p>Reading: Sections 21- 26</p>
Assessment	<p>Grammar: UVM practice quiz and formal quiz Vocab quizzes Writing: Journal entries / interpersonal writes / Composition Reading / listening : Reading activities / Reading quizzes / listening activities / AP manual assignment Speaking: Roundtable discussion / 2 min recorded oral / oral presentation</p>			

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

ECE Composition and Cultural Topics + AP Spanish Language

January	Unit 3: Science and Technology (current research topics, discoveries & inventions, ethical questions, future technologies, intellectual property, new media, social impact of technology)	Theme + Vocab	How do science and technology affect our lives? What have been the origins of innovation and discovery? What role does morality play with regard to scientific progress? Vocab list: running list of vocab per article –defined in Spanish	
Reading / listening Resources	<p><i>Revista1:</i> (clonación) <i>Abriendo Paso:</i> + activities</p> <ul style="list-style-type: none"> Rosa (debate p. 34F */p. 35C) Nosotros No (inmortalidad p. 127C) Los mutantes <p>*Article: IBM / jeopardy http://www.rtve.es/noticias/20110119/watson-superordenador-quiere-ganar-humanos-concurso-mas-popular-eeuu/396134.shtml Ley de Muerte Digna, a debate (audio):http://www.rtve.es/alcanta/audios/en-dias-como-hoy/dias-como-hoy-futura-ley-muerte-digna-debate/1066010/ <i>Authentik</i> invierno 2008 p. 10-13 (tecnología)</p> <p>Song: Jorge Drexler “guitarra y vos”</p>	Writing	<p>Interpersonal writing:</p> <ul style="list-style-type: none"> Abriendo paso p. 37#2(rosa) / p. 131 #2 (nosotros) <p>journal movies :</p> <ul style="list-style-type: none"> Eres Ramón - ¿Qué herramienta tecnológica podría mejorar tu vida? EEUU debe continuar a explorar el espacio y otros planetas <p>Composition: Present in a persuasive essay a position on Euthanasia- pros / cons use web site - la muerte digna: http://www.eutanasia.ws/ and audio source (rtve)- Ley de Muerte Digna</p> <p>AP manual: presentational writing – p. 158 # 2 (avances tecnológicos) p. 162 # 4 (espíritu y enfermedad) p. 172 #8 (promotion of science) p. 198 # 17 (libros extinción) teléfonos celulares (Elizabeth) – (speaking or writing)</p>	
Viewing: feature films, film shorts, video interviews	<p>Largometraje: El mar adentro *ordenador que imite al cerebro: (noticia): http://www.rtve.es/alcanta/videos/television/grupo-cientificos-intentan-crear-ordenador-imate-cerebro/897352/</p> <p>el primer trasplante de piernas en el mundo(noticias): http://www.rtve.es/alcanta/videos/telediario/doctor-cavadas-realiza-primer-transplante-piernas-mundo/1151083/</p>	Speaking	<p>2-5 min presentation: PowerPoint – Research a gadget that you use every day. Find the origins, positive and negative effects and any possible ethical issues Debate cloning and ethical issues it may have (clonación) Debate immortality (nosotros no) Debate – ¿Quién recibirá el corazón? 2 minute recording: ¿Cuáles son las ventajas y desventajas de tener ordenadores que pueden imitar al cerebro humano? (see articles IBM and Cerebro) AP practice – teléfonos celulares (AP wkshp – can be PW too) Afectos negativos de la automedicación (AP wkshp – can be PW too)</p>	
Grammar Review	<p><i>UVM 12:</i> preposiciones y conjunciones <i>UVM 13:</i> más sobre los verbos Grammar quizzes</p>	AP man. Listen/ Reading	<p>Listening: Short Narr 5-9 / Long Dial 6 Long Narr 5-6</p>	<p>Reading: Sections 21 – 26</p>
Assessments	<p>Grammar: UVM practice quiz and formal quiz Writing: Journal entries / interpersonal writes / Composition #3 Reading / listening : Reading activities / Reading quizzes / listening activities / AP manual assignment Speaking: Roundtable discussion/ debate / 2 min recorded oral / oral presentation Begin Interpersonal speaking (select 1 out of 4 / every 2 weeks)</p>			

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

ECE Composition and Cultural Topics + AP Spanish Language

February	Unit 4: Family and Community (age & class, childhood & adolescence, citizenship, customs & ceremonies, family structures, friendship and love)		
Theme + Vocabulary	How do different societies view family? / How do people contribute to the well-being of the community? How do the roles of family and community change from one society to another? Vocab list: running list of vocab per article –defined in Spanish		
Reading / listening Resources	<i>Abriendo Paso:</i> <ul style="list-style-type: none"> No oyes ladrar Eva Perón Eva Luna: (include speech w/ Isabel Allende) <ul style="list-style-type: none"> El oro de Tomas Vargas El huésped de la maestra La mujer del juez Madres solteras: (audio) http://www.rtve.es/noticias/20100511/madres-solteras-voluntad-propia/330882.shtml madres inmigrantes (article) http://www.bbc.co.uk/mundo/noticias/2011/05/110506 Veinte mundos: Chiloé http://www.veintemundos.com/magazines/16-en/arte-y-cultura/ Authentik: enero2008 y otoño '09 – tema juventud p.10-13 Song: Búsqnete un hombre que te quiera (w/ video youtube / ¿Dónde estás corazón?- (Jorge) Corazones espinado – santana (zachary-jones.com) Depedro -(zachary-jones.com)	Writing	Interpersonal writings: /journal <ul style="list-style-type: none"> Escribe una carta a la maestra Inés –pov huésped Escribe una carta de Carol a su papa Escribe una carta de gracias a Eva Perón Journal entries: <ul style="list-style-type: none"> Como ha cambiado la estructura de la familia en los últimos años. El estrés y sus efectos sobre los jóvenes La clase media va desapareciendo en este país El impacto del divorcio Composition: ¿Estás por o contra “Emancipación de jóvenes”? Explica http://www.elpais.com/articulo/sociedad/emancipacion/jovenes/espanoles/au-menta/primera/vez/anos/estudio/elpepusoc/20060720elpepusoc_7/Tes AP manual presentational writing: p. 160 #3 (jóvenes y retos) p. 178 #10 (bienestar de la sociedad)/ p. 192 # 15 (opinión de jóvenes) / El impacto de la emigración la familia (ap wkshp alsoPS) ¿por qué se independizan los jóvenes? (ap wrkshp – alsoPS) vivir con los padres – notes in spanish (audio / podcast) http://www.notesinspanish.com/index.php?s=vivir+con+los+padres
Viewing: feature films, film shorts, video interviews	Largometraje: <i>Carol's journey</i> Español en vivo: <ul style="list-style-type: none"> cap 2 la familia cap 6 la mujer cap 11 el futuro 	Speaking	2-5 min presentation: PowerPt –research an aspect of Spanish speaking family and / or community – present 2 minute recording: los obstáculos que enfrentan las madres solteras AP manual: p. 225 #1 (2 communities) /p. 254 #15 (tradiciones) Prohibicion corrida de toros (AP wkshp -can be PW)
Grammar Review	UVM 5: sustantivos y artículos UVM 6: pronombres UVM 7: posesivos y demostrativos	APman Listen/ Reading	Listening: Short Dial 13-18 Long Dial 7-8 / Long Narr 7 Reading: Sections 27-32
Assessments	Grammar: UVM practice quiz and formal quiz Writing: Journal entries / interpersonal writes / Compositions Reading / listening AP manual Speaking: Roundtable discussions / 2 min recorded oral / oral presentation		

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

ECE Composition and Cultural Topics + AP Spanish Language

March	Unit 5: Global Challenges (environment issues, diversity issues, economic issues, health, human rights, nutrition & food safety, peace & war)		
Theme + Vocabulary	What issues concerning the environment, politics and society are posed as challenges to the people of the world? What is at the origins of these issues? / What are some possible solutions to these challenges? Vocab list: running list of vocab per article –defined in Spanish		
Reading / listening Resources	Revista: 4 poder quiero más poder Cuentos de Eva Luna: <ul style="list-style-type: none"> • Dos palabras • Lo más olvidado del olvido • El palacio imaginado Noticias: BBC mundo El Salvador – maras al narco (noticia w/ video*) http://www.bbc.co.uk/mundo/noticias/2010/12/101216_maras_salvador_violencia_cr.shtml Authentik- ley antitabaco – otoño 2010 Song: la playa / viernes 13 (Jorge)	Viewing: feature films, film shorts, video	Largometraje: Romero / Voces Inocentes / Historia oficial Corto – revista4 – ojo en la nuca BBCnoticias: Miles de mexicanos piden no sangre http://www.bbc.co.uk/mundo/noticias/2011/05/110508_video_manifestaciones_mexico_contra_violencia_lr.shtml *El Salvador – amenaza narco http://www.bbc.co.uk/mundo/noticias/2010/12/101216_video_salvador_narco_sao.shtml Narco enemigo en Guatemala (video + article) http://www.bbc.co.uk/mundo/noticias/2010/12/101207_guatemala_carteles_narcotrafico_mexico_jp.shtml territorio narco en Guatemala (video + article) http://www.bbc.co.uk/mundo/noticias/2010/12/101209_video_guatemala_peten.shtml
Speaking	2-5 min presentation: PowerPt –Select a topic related to Global Challenges- research it and present. Include – what it is, its roots, and possible solutions. 2 min recorded oral Describe la situación evidente en los países latinoamericanos pensando en un desafío global y como sufren las personas. 2 minute recording: AP manual p. 231 # 4 (tigres) / p. 240 # 8 (medio ambiente) p. 258 #17(productos ecológicos)	Writing	Interpersonal writings: 2 palabras- carta del mulato al colonel Olvido – una entrada de pov de un personaje El palacio - ¿? journal entries : (movies) una nota de rescate, algo que negaste a hacer por cuestión de principio / si fueras rehén ¿cómo pudieras sobrevivir? - Los beneficios de energía solar / El hambre al nivel mundial/ El déficit nacional / los mitos y malentendimientos sobre ciertos alimentos/ el efecto de la lluvia ácida / los efectos de la sobre población / la importancia de la región amazónica Composition: ¿Cómo afecta el narco tráfico a la sociedad? AP manual Presentational write: p. 181 #11 (proteger el medio ambiente)
AP manual Listening & Reading	Listening Short Narr 1- 14 Long Dial 9 / Long Narr 8-9	Reading: Sections 33 – 38	Grammar Review <i>UVM 8 : interrogativas y exclamativas</i> <i>UVM 9: pronombres relativos</i> Grammar quizzes
Assessments	Grammar: UVM practice quiz and formal quiz Writing: Journal entries / interpersonal writes / Composition Reading / listening : Reading activities / Reading quizzes / listening activities / AP manual assignment Speaking: Roundtable discussion / 2 min recorded oral / oral presentation		

WORLD LANGUAGE CURRICULUM

Grades 6 – 12

ECE Composition and Cultural Topics + AP Spanish Language

April	Unit 6: Beauty and Aesthetics (architecture, contributions to world artistic heritage, ideals of beauty, literature, music, performing arts, visual arts)		
Theme + Vocabulary	On what does our perception of beauty and creativity depend? How does the idea of beauty influence our everyday life? What arts reveal the different perspective of various cultures? Vocab list: running list of vocab per article –defined in Spanish		
Reading / listening Resources	Largometraje: <i>Frida / Revista 5</i> : por amor el arte Abriendo Paso: <ul style="list-style-type: none"> • Botero. El espejo convexo • Velázquez la búsqueda de la luz • Chapter of Como Agua – (conexiones) El arte invisible fuente impresa http://www.bbc.co.uk/mundo/noticias/2011/07/110726_museo_arte_invisible.shtml Museo del prado estreno fuente auditiva http://www.bbc.co.uk/mundo/noticias/2011/07/110719_video_artsbull_boletin_arte_med.shtml *La Reina de Las Pellizas fuente impresa y auditiva http://www.veintemundos.com/magazines/13-en/emprendedores/ Authentik 2010 primavera El Cine/ primavera 2009 cine Banderas y música Juanes Lobos de Arga (cortos sobre el rodaje de la película) http://www.rtve.es/alacarta/videos/lobos-de-arga/lobos-arga-direccion-artistica-decorados/1122015/ Español en Vivo: Cap. 17 La música / Cap 18 Arte y Cultura Song: Bonito (Jorge)	Writing	Interpersonal writings:* Escribe una carta a María y Maritza encargándolas varias pellizas. Especifica para qué las quieres y dónde las vas a poner. journal entries : <ul style="list-style-type: none"> • What is Frida’s perception of beauty? • What evidence of Mexican culture is seen in Frida’s art? • How is the perception of creativity seen in the filming of Lobos de Arga? Composition: ¿Cómo representa la creatividad y la belleza“la gota fría”? ¿Cómo representa una cultura? http://www.veintemundos.com/magazines/18-en/cancionero/ Yout tube: “La gota fría” (Carlos Vives, Shakira y Carlos Vives 2007, Julio Iglesias Nochevieja 1998) Ap manual: p. 167 #6 (arqueológicos) p/ 188 #13 (autores)
Speaking	2-5 min presentation: PowerPt : select an artist or piece of work and present –how does their art reveal their culture? (singer, actor, painter, author, director) Art project (group) 2 minute recordings: Compara y contrasta los retratos de Frida por Diego Rivera y Frida Kahlo http://www.fridakahlofans.com/c0255.html http://www.oilpainting-frame.com/picture/image-44496.html		AP manual p. 229 #3 (2 músicos) p. 241 #9 (bailadora) p. 262 #19 (instrumentos musicales) p. 265 #20 (2 autores)
AP manual Listening & Reading	Listening Short Dial 19-23 Long Dial 10 / Long Narr 10	Reading: Sections 39-44	Grammar Review <i>UVM 10 : indefinidos y negativos</i> <i>UVM 11: adjetivos, adverbios, comparativos, superlativos</i> Grammar quizzes
Assessment	Grammar: UVM practice quizzes and formal quiz Writing: Journal entries / interpersonal writes / Composition #3 Reading / listening : Reading activities / Reading quizzes / listening activities / AP manual assignment Speaking: Roundtable discussion / 2 min recorded oral / oral presentation		

WORLD LANGUAGE CURRICULUM
Grades 6 – 12
 ECE Composition and Cultural Topics + AP Spanish Language

May / June	Independent research final exam presentation
Reading / listening Resources	Articles / books used for research
Viewing: feature films, film shorts, video interviews	Largometraje: el orfanato / Como agua para chocolate / diarios motocicleta
Writing	Diarios – per class day – explaining what you accomplished for the day, what you learned, and what you must do next. Composition presenting your finding
Assessments	Final project / exam Presentation / podcast Present the project to class – answer the questions: <ul style="list-style-type: none"> • What did you choose to study? • Why? • What did you learn from it? (what was the most significant learning)

WORLD LANGUAGE CURRICULUM

Glossary

Evidence of Learning

Common formative Assessment (CFA): an assessment given to students that drives instruction *and* provides a snapshot to the district on how students are doing

Staged Reading: an assessment used for measuring students' intonation and pronunciation of the target language when reading or performing an authentic text, i.e., a poem or a play

Summative Assessment: an assessment given to students that drives instruction *and* provides an overview of how a student is doing

Structured Feedback: an assessment of student learning, behavior patterns, attitude, awareness, knowledge and skill, based on student responses to specific teacher questions. These questions can be answered either orally or in writing.

Ongoing Feedback: an assessment of student learning, behavior patterns, attitude, awareness, knowledge and skill, based on ongoing teacher observation and documentation

WORLD LANGUAGE CURRICULUM

Glossary

Instructional Strategies

Anticipation Guide: developed by J.E. Readence in 1986, anticipation guides are a strategy used to assess a student’s knowledge about a topic before beginning a lesson. Students make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. When teachers link new information to the student’s prior knowledge, they activate the student’s interest and curiosity, and infuse instruction with a sense of purpose. Prior knowledge is a powerful resource students use to understand new material. Research indicates that students with prior knowledge of particular topics remember more information than do students with little or no prior knowledge. (Kujawa and Huske, 1995)

Brainstorming: students use brainstorming to predict events, generate lists and discuss topics.

Book Discussion: during class discussion, students discuss with classmates books they have read, heard, or “discovered.” Teachers and students briefly share high-interest books on a regular basis. Listening and contributing to class discussion improves verbal and listening skills.

Buddy Reading: when a more highly skilled student is paired with a less-skilled student, the stronger student helps the other as they read a passage together. They can take turns reading or read the words together. The stronger student can help with pronunciation, word meaning, and understanding the passage as a whole. The students can ask questions while they read and partners can give clues if one student gets stuck on a word.

Choral Reading: sometimes referred to as unison reading. The whole class reads the same text aloud. Usually the teacher sets the pace. Choral reading helps with pronunciation, intonation, comprehension and builds fluency.

Chronological Ordering: sequencing strategy

Cloze Practice: a practice activity in which the text has some words removed. Students typically select from three or four word choices to replace the omitted word. Students consider sentence context, grammatical structure and vocabulary knowledge when selecting the replacement word.

Collaborative Error Correction: a way for students to work with other students in order to locate, identify, explain and correct errors.

WORLD LANGUAGE CURRICULUM

Glossary

Instructional Strategies

Collaborative Writing: when writers confer with one another during the writing process, such as a writer brainstorming with other writers during the planning stages of writing, or requesting another writer to read a first draft and give the author feedback. Collaborative writing may also involve projects where written works are created by multiple people together rather than individually.

Context Clues: context clues are the hints provided in text, which lead the reader to meanings of words. These clues can be found before, within, or after the sentence with the unfamiliar word

Cooperative Learning Activities: a method of instruction that has students working in interdependent groups, usually with the goal of completing a specific task in which both the individual and the group is accountable for the outcome

Differentiated Instruction: a form of instruction that maximizes student learning by utilizing temporary, flexible small groups. Students receive multi-level instruction across content, process, and product that enables each student to be successful

Discussion Circles: a discussion format technique, where students select their own topic or question to explore

Flexible Grouping: instructional groups that change according to skill or student needs

Free Write: a strategy that allows students to generate a list of known words or expressions as a pre-reading, writing, listening or speaking activity

Grammar & Spelling Activities: activities that allow students to isolate and practice spelling, vocabulary and specific grammatical structures

Grammar Topic Map: a diagram of a word's meaning that includes what it is, what characterizes it, and gives examples of the word's use

Graphic Organizers: these are visual representations of information students have been exposed to during instruction. They can help students organize and classify ideas and communicate more effectively. Graphic organizers can be used to structure writing projects, to increase listening and reading comprehension, to facilitate studying, planning research, and brainstorming.

WORLD LANGUAGE CURRICULUM

Glossary

Instructional Strategies

Interactive Promethean Flip-Charts: lessons teachers can develop on their Promethean boards that allow students to interact with the lesson displayed.

Interactive Reading: the teacher reads aloud from a text and invites students to talk about the text *during* the reading, not just afterward. The teacher may also make his/her own thinking known to the students while reading aloud.

Journal Writing: at any level, journal writing allows students to gain practice in writing. Students are encouraged to use written language for real purposes: phone messages, shopping lists, labels, emails, letters, texting and stories. Older students sometimes use journals as their primary means of tracking their writing. They use a journal to plan their ideas record drafts of their writing, edit and revise their writing, etc.

KWL Chart: can be used before, during, and after speaking and reading about a topic. The KWL stand for the following: K=what you *know* about a specific topic; W= what you *want* to know/learn about a specific topic; L= what you *learned* from the lesson

Listening Comprehension Activities: activities designed to isolate and measure students' auditory comprehension of spoken language. These activities involve decoding meaning in context at the rate of speech, recognizing cognates and known vocabulary and inferring global or specific understanding of what is heard

Literature Circles: a form of reading instruction where each individual is assigned a specific role in order to maximize student participation

Mini-Lessons: focused and strategic teaching lessons that offer intense direct instruction in a skill or structure that students will use immediately

Oral Response: a strategy used to rapidly review vocabulary (some commands have a physical response while others have a cued oral response)

Pair and Share: students stop periodically during a lesson or class discussion to share thoughts, reactions, understandings or questions with a partner. The purpose of these exchanges is to help students increase accountability, grapple with new concepts, increase retention, and apply lesson components immediately.

Picture Stories: using pictures as prompts to generate text or speech of any length.

Instructional Strategies

Possible Sentences: students are given new vocabulary expressions and are asked to create sentences they believe are reasonable, possible, grammatically correct uses of the words.

Post Reading/Writing Drawings: an after-reading or writing activity that asks students to create a sketch related to their reading or writing, which serves as a means for collecting thoughts and demonstrating understanding.

Predictable Chart: a chart of sentences that reveals a targeted grammatical structure in context. It can be used to explain, practice and expand on the structure being introduced.

Pre-Reading Activity: a strategy used to preview, make predictions, introduce new vocabulary and build context schema about a text

Process Reading: a series of reading activities in which students read an unfamiliar text several times with a different purpose at each reading. This process allows students to gain general understanding first, then add more and more specific detail and finally to fully understand the text

Process Writing: the writing process is cyclical in nature; includes planning, drafting, revising, editing, publishing and reflecting.

Pronunciation Activities: activities that allow students to isolate and practice correct or appropriate pronunciation

Reader's Theater: students read parts in a script out loud, with the emphasis on oral expression of the part. Because of the necessity of repeatedly reading the same script for practice, students have an opportunity to improve their pronunciation and fluency. While there are Reader's Theater publications available for purchase, students can also create their own scripts, read them aloud, and perform the scripts for others.

Restrictive Sentences: a strategy used to practice a specific structure or vocabulary set using a limited number of words provided by the teacher. Students are asked to create correct sentences using only words provided on a word chart.

Sudoku: a strategy used to practice numbers and spatial relationships.

WORLD LANGUAGE CURRICULUM

Glossary

Instructional Strategies

Spelling Practice: instruction that helps students to recognize, read, and spell both new and familiar words. Instruction emphasizes phonemic awareness, phonics, spelling patterns, and word meaning. Materials may include magnetic letters, white boards with dry erase markers, etc.

Storyboarding: a strategy where students illustrate a story of their creation that must then be narrated in 1st, 2nd, and 3rd person

Timed Writing: a strategy used to help students write on topic within a specific amount of time.

Visualizing: creating visual images before or after reading or listening

Word Categorizing: used to activate prior knowledge, this strategy asks students to categorize vocabulary, both known and unknown, using background knowledge, eventually building new knowledge

Word Sort: a strategy where students sort or match individual words/phrases by genre, number, chronology, verb form, etc., to practice targeted grammatical or lexical content

Word Splash: a list of teacher selected words, some known, some unfamiliar, used to activate prior knowledge, make predictions or build schema before reading, to see connections among words or concepts, to develop vocabulary, etc.