

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Instructional Guideline
Foreign Language 2

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| Course Number | 5720 Spanish for Spanish Speakers 1 5725 Spanish 2 5731 French 2 5737 German 2 5792 Japanese 2 5766 Mandarin Chinese 2 5777 Portuguese 2 |
| Department | Foreign Language |
| Prerequisite | Successful completion of Foreign Language 1 or teacher recommendation |
| Length of Course | Two (2) semesters/One (1) year |
| Grade Level | 9-12 |
| Credit | 5 units per semester/10 total units – elective |
| Repeatable | Not repeatable for credit |
| UC/CSU | Meets the “e” requirement |
| Board Approved | November 21, 2002 - June 19, 2003 |

Description of Course – The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures.

The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.

Rationale for Course – A key element to success in our current world is the ability to speak other peoples’ languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.

Stages of Learning – For each level of instruction, stages of learning are indicated. There are three stages of learning beginning, developing, and expanding. The learning stages represent a continuum of development, reflecting the diversity and idiosyncratic nature of individual student learning, as opposed to levels of instruction, defined by years or semesters of classroom instruction.

Each learning stage may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, diversity of scheduling, and other variables affecting student learning. The *beginning* stage commences in Level I and may carry over into Level II. The *developing* stage may begin in Level II and generally includes Level III, perhaps extending into Level IV. The *expanding* stage will usually incorporate instruction initiated in Level IV and possibly continue through Level VI.

Beginning Stage – Students can communicate with memorized phrases and words. Expressing basic wants and needs is accomplished with simple statements such as “I would like to go to the movies.”

Developing Stage – Students are not only able to express basic wants and needs, but can also elaborate on them. For example, “I would like to go to the movies, but I don’t have any money because I spent it all on CDs yesterday.”

Expanding Stage – Students are able to communicate in more complex and involved situations, can respond to problems, and can resolve those problems using the foreign language. For example, “I would like to go to the movies, but I don’t have any money. Could you loan me some money and I’ll pay you back when I have the chance.

Beginning and Developing Learning Stages – Communication

Standard 1 – Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

1.1 Objective: Ask questions regarding routine activities.

1.1.1 Performance Indicator: Students will request clarification about a party, e.g., time, place, invited guests, what to bring, etc.

1.2 Objective: Participate in conversations on a variety of everyday topics.

1.2.1 Performance Indicator: Students will role-play a telephone conversation about social plans, e.g., what to do, what time, where to meet, how to get there, etc.

1.3 Objective: Give and respond to oral directions and commands.

- 1.3.1 Performance Indicator: Students will role-play a street scene in the foreign culture, eliciting information on directions, time, and the use of public transportation.
- 1.4 Objective: Interact in a variety of situations to meet personal needs.
 - 1.4.1 Performance Indicator: Students will role-play a situation in a foreign post office and make appropriate requests, e.g., for stamps and envelopes, cost of mailing a post card or letter to the United States via air mail, etc.
 - 1.4.2 Performance Indicator: Students will express basic needs and problems such as “I don’t have any paper. Do you have some paper?”
 - 1.4.3 Performance Indicator: Students role-play a restaurant situation, using a menu and foreign culture currency.

Standard 2 – Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

- 2.1 Objective: Identify ideas and topics from simple texts.
 - 2.1.1 Performance Indicator: Students will identify important dates based on a foreign culture calendar, e.g., birthdays, holidays, etc.
 - 2.1.2 Performance Indicator: Students will scan a letter and identify information such as date of letter, which sent the letter, and to whom it was sent.
 - 2.1.3 Performance Indicator: Students will demonstrate understanding of spoken language by appropriately sequencing correlated visual cues or illustrations.
 - 2.1.4 Performance Indicator: Students will determine the viewing day and time of shows, based on a foreign culture TV schedule.
 - 2.1.5 Performance Indicator: Students will select a foreign culture destination and determine the best way to arrive there based on a subway or bus route map of a city in the foreign country.
 - 2.1.6 Performance Indicator: Students will identify items of personal interest in an ad from a foreign culture newspaper.
 - 2.1.7 Performance Indicator: Students will group key words from a foreign culture recipe, e.g., food items, measurements, and cooking terms.
 - 2.1.8 Performance Indicator: Students will decode information from an Internet resource.

- 2.2 Objective: Comprehend messages and announcements on topics of interest.
- 2.3 Objective: Comprehend simple personal written communication such as notes, invitations, and letters.

Standard 3 – Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

- 3.1 Objective: Write postcards, e-mail messages, personal notes, and letters using culturally appropriate format and style.
 - 3.1.1 Performance Indicator: Students will write a letter to a pen pal eliciting information about the pen pal's family.
 - 3.1.2 Performance Indicator: Students will write a polite note to the teacher making a personal request such as change of seat, after-school tutoring, or questioning current grade.
 - 3.1.3 Performance Indicator: Students will write letters to friends living in the foreign country.
 - 3.1.4 Performance Indicator: Students will send e-mail messages to key pals.
 - 3.1.5 Performance Indicator: Students will write a note to the teacher explaining inappropriate behavior, such as arriving late or not doing homework.
 - 3.1.6 Performance Indicator: Students will write a postcard to the teacher from a vacation spot in the foreign culture.
- 3.2 Objective: Prepare and present audio or video recorded messages or announcements.
 - 3.2.1 Performance Indicator: Students will write an announcement inviting another class to attend an ethnic festival.
- 3.3 Objective: Produce and/or present simple creative works with teacher guidance, e.g., poetry recitation, skits, fashion show, etc.
- 3.4 Objective: Convey personal information or personal state of being, orally or in writing.
 - 3.4.1 Performance Indicator: Students will explain daily routine at certain times and days of the week.

- 3.4.2 Performance Indicator: Students will share a memorable experience from childhood in some detail, e.g., age at the time, where the experience occurred, what happened, and personal feelings about what happened.
- 3.4.3 Performance Indicator: Students will write simple journal entries.
- 3.4.4 Performance Indicator: Students will give directions home from the school.
- 3.5 Objective: Express preferences pertaining to everyday life.
 - 3.5.1 Performance Indicator: Students will write descriptions of clothing preferences based on a foreign culture catalog.
 - 3.5.2 Performance Indicator: Students will select a restaurant from authentic menus and explain reasons for the choice.
 - 3.5.3 Performance Indicator: Students will read paragraphs IN THE TARGET LANGUAGE, using teacher pronunciation and phrasing as a guide.
- 3.6 Objective: Write a paragraph on a given topic.
 - 3.6.1 Performance Indicator: Students will write a brief description of a pen pal or key pal.

Cultures

Standard 4 – Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

- 4.1 Objective: Identify significant cultural practices and behaviors in the foreign culture.
 - 4.1.1 Performance Indicator: Students will use knowledge of perception of time in the foreign culture to predict guest arrival time at a party or other social event.
 - 4.1.2 Performance Indicator: Students will identify common practices for “special” days in the foreign culture, e.g., el día de los muertos.
 - 4.1.3 Performance Indicator: Students will recognize everyday or traditional expressions unique to the foreign culture, e.g., Bon Appétit.
- 4.2 Objective: Identify similarities and differences of everyday life in the United States and the foreign culture.

- 4.2.1 Performance Indicator: Students will make lists of cultural similarities and differences observed in table manners and greetings as observed in cartoons or videos from the foreign culture.

Standard 5 – Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- 5.1 Objective: Demonstrate an awareness of current events in the foreign culture.

- 5.1.1 Performance Indicator: Collect English language newspaper articles pertaining to the foreign culture and summarize them orally or in writing.

- 5.2 Objective: Demonstrate an awareness of the foreign culture's artistic expression.

- 5.3 Objective: Identify and describe various products of the culture.

- 5.3.1 Performance Indicator: Students will identify examples of architectural elements in students' own community that originated in the foreign culture, e.g., roofs, arches, doorways, windows.

- 5.4 Objective: Identify simple themes, ideas, and perspectives of the culture evidenced through geography, history, and artistic expression.

- 5.4.1 Performance Indicator: Students will name different types of several basic architectural styles found in the foreign culture and identify the main distinguishing features, e.g., Gothic, Romanesque, and Classical.

- 5.4.2 Performance Indicator: Students will identify significant historical events of the foreign culture and sequence them chronologically.

Connections

Standard 6 – Students reinforce and further their knowledge of other disciplines through the foreign language.

- 6.1 Objective: Transfer composition techniques learned in English class to writing in the foreign language.

- 6.1.1 Performance Indicator: Students will write a simple well-organized paragraph in the foreign language applying elements of composition learned in English class.

- 6.2 Objective: Transfer technology skills to the foreign language classroom.

- 6.2.1 Performance Indicator: Students will exchange e-mail with foreign culture key pals.

- 6.2.2 Performance Indicator: Students will use appropriate software to practice and review foreign language vocabulary and grammar.
- 6.2.3 Performance Indicator: Students will use word-processing software to prepare specified written assignments.
- 6.3 Objective: Share information acquired in the foreign language classroom in other disciplines when appropriate.

Standard 7 – Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

- 7.1 Objective: Access identified media from the foreign culture to gain information and to identify a cultural perspective different from students' own viewpoint.
 - 7.1.1 Performance Indicator: Students will identify elements representative of perceived beauty in the foreign culture, as depicted in selected popular magazines from the foreign culture.
 - 7.1.2 Performance Indicator: Students will describe celebrities of the foreign culture based on current media samples.

Comparisons

Standard 8 – Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- 8.1 Objective: Recognize differences in grammatical structures among languages.
 - 8.1.1 Performance Indicator: Students will contrast word order of the foreign language with English.
- 8.2 Objective: Recognize idiomatic expressions.
 - 8.2.1 Performance Indicator: Students will read a simple passage or dialogue and underline idiomatic expressions.
- 8.3 Objective: Recognize differences in pronunciation systems among languages.
 - 8.3.1 Performance Indicator: Students will listen as the teacher reads similar words from the foreign language and English and identify which language is used.
 - 8.3.2 Performance Indicator: Students will read aloud in the foreign language with appropriate intonation and pronunciation.

8.3.3 Performance Indicator: Students will recite proverbs, short anecdotes, or poetry.

8.4 Objective: Recognize cognates.

8.4.1 Performance Indicator: Students will identify cognates and their meanings as a rereading exercise.

Standard 9 – Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

9.1 Objective: Understand appropriate verbal and non-verbal communication of the foreign language.

9.1.1 Performance Indicator: Students will recognize the difference between familiar and polite forms of address in both the foreign culture and the students' own culture.

9.1.2 Performance Indicator: Students will recognize the verbal and non-verbal differences between greeting and leave-taking in both the foreign culture and their own.

9.2 Objective: Recognize contributions of the foreign culture to the United States, e.g., foods, holidays, celebrations, etc.

9.3 Objective: Describe traditional dress and how it represents culture.

9.4 Objective: Compare celebrations and holidays common to the cultures of the foreign language and the United States.

9.4.1 Performance Indicator: Students will determine whether the same or similar holidays exist in the students' culture as in the foreign culture, identifying similarities and differences.

Communities

Standard 10 – Students use the language both within and beyond the school setting.

10.1 Objective: Make use of the foreign language orally or in writing with family, friends, or peers.

10.2 Objective: Participate in school/community events related to the foreign language or foreign culture.

10.2.1 Performance Indicator: Students will prepare food representative of the foreign culture to be sold at a foreign language club event.

Example: Write and read announcements for the whole school during foreign language week at students' school.

10.3 Objective: Identify community resources useful for research in the foreign language or about the foreign culture.

10.3.1 Performance Indicator: Students will investigate various professions and careers available to speakers of the foreign language.

10.3.2 Performance Indicator: Students will compile a list of community individuals with expertise in the foreign language and/or about the foreign culture.

10.3.3 Performance Indicator: Students will interview native speakers to discover what brought them to the community.

Standard 11 – Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

11.1 Objective: Participate in selected excursions to places or events of cultural significance.

11.2 Objective: Use the foreign language outside the classroom.

11.2.1 Performance Indicator: Students will exchange e-mail in the foreign language.

11.3 Objective: Develop language skills and cultural insight through travel.