

CHINO VALLEY UNIFIED SCHOOL DISTRICT  
Instructional Guideline  
Foreign Language 1

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| Course Number    | 5724 Spanish 1<br>5730 French 1<br>5735 Mandarin Chinese 1<br>5736 German 1<br>5741 Japanese 1<br>5795 Portuguese 1 |
| Department       | Foreign Language  |
| Prerequisite     | English 9 or higher and/or teacher recommendation   |
| Length of Course | One (1) year/Two (2) semesters  |
| Grade Level      | 9-12  |
| Credit           | 5 units per semester/10 total credits – elective  |
| Repeatable       | Not repeatable for credit   |
| UC/CSU           | Meets the “e” requirement   |
| Board Approved   | November 21, 2002   |

**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 Learning Stage – Communication**

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

- 1.1 Objective: Participate in brief guided conversations related to needs, interests, likes, and dislikes.
- 1.2 Objective: Understand and use appropriate forms of address in courtesy expressions.
  - 1.2.1 Performance Indicator: Students will greet and take leave of people appropriately, e.g., an elderly gentleman, a woman with her infant daughter, a doctor, a classmate.
  - 1.2.2 Performance Indicator: Students will respond with an appropriate wish or comment in interpersonal situations, e.g., someone sneezes, someone is celebrating a birthday, and/or someone is leaving on an extended trip.
- 1.3 Objective: Introducing oneself, presenting classmates, family members, and friends.

- 1.4 Objective: Ask and answer simple questions.
  - 1.4.1 Performance Indicator: Students will ask simple questions to solve problems, e.g., not understanding an assignment not hearing a direction.
- 1.5 Objective: Make routine requests in the classroom and in public places.
  - 1.5.1 Performance Indicator: Ask permission to go to the restroom, to sharpen a pencil, etc.
- 1.6 Objective: Describe state of being in simple phrases.
  - 1.6.1 Performance Indicator: Students will ask and respond appropriately to questions, such as, how are you? or how do you feel? and I'm fine, I'm happy, I'm hungry, I'm sleepy, or I'm mad.
- 1.7 Objective: Express basic agreement and disagreement.
  - 1.7.1 Performance Indicator: Students will agree or disagree with others' preferences with expressions such as yes, me too, and me neither.

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

- 2.1 Objective: Read isolated words and phrases in situational contexts, e.g., menus, signs, schedules.
  - 2.1.1 Performance Indicator: Students will demonstrate comprehension of written signs through appropriate actions, e.g., push, pull, enter, and exit.
- 2.2 Objective: Comprehend and respond to brief written directions and information.
  - 2.2.1 Performance Indicator: Students will demonstrate comprehension of directions to a specific place by drawing arrows on a map.
- 2.3 Objective: Read short narrative texts on simple topics.
  - 2.3.1 Performance Indicator: Students will read “books” written and illustrated by classmates on familiar topics, e.g., houses, families, and favorite foods.
- 2.4 Objective: Respond to simple oral directions and commands.
  - 2.4.1 Performance Indicator: Students will perform the appropriate action in response to commands, e.g., jump, run, walk, go to the chalkboard, or return to your seat and sit down.

2.5 Objective: Respond to routine requests in the classroom and in public places.

2.5.1 Performance Indicator: Students will respond appropriately through physical action to requests, e.g., put your book on the desk, go to the blackboard, open your book to page 45, or take out paper and pencil.

2.6 Objective: Identify people and objects based on oral and written descriptions.

2.6.1 Performance Indicator: Students will demonstrate comprehension of written vocabulary by appropriate physical response, e.g., pointing to a corresponding picture, object, etc.

**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 familiar words and phrases.

3.2 Objective: Sing simple foreign culture songs.

3.3 Objective: Write a simple poem.

3.4 Objective: Give simple commands, directions, and instructions.

3.4.1 Performance Indicator: Students will direct classmates to perform routine classroom tasks.

3.5 Objective: Provide simple descriptions of people, places, and objects.

3.6 Objective: Present short plays and skits.

3.7 Objective: Write short messages, e.g., postcards, personal notes.

3.8 Objective: Read aloud a familiar poem.

## **Cultures**

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

4.1 Objective: Demonstrate greeting and leave-taking behaviors in a variety of social situations.

4.1.1 Performance Indicator: Students will respond appropriately to different forms of greeting and leave-taking.

- 4.2 Objective: Make and respond to introductions.
  - 4.2.1 Performance Indicator: Students will role-play introductions and employing appropriate social register.
- 4.3 Objective: Use appropriate courtesy expressions, e.g., please, thank you, excuse me, etc.
- 4.4 Objective: Recognize cultural differences, e.g., dress, foods, dwellings, gestures, concept of time, holiday celebrations.
  - 4.4.1 Performance Indicator: Students will interpret dates and times.
  - 4.4.2 Performance Indicator: Students will identify major holidays and celebrations unique to the foreign culture.
  - 4.4.3 Performance Indicator: Students will identify similarities and differences in occupations in the foreign culture and students' own culture.
  - 4.4.4 Performance Indicator: Students will describe what is occurring in a video of a cultural celebration.

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

- 5.1 Objective: Identify the major products of the foreign culture.
  - 5.1.1 Performance Indicator: Students will create a map that illustrates products of the foreign country and their respective areas of production.
  - 5.1.2 Performance Indicator: Students will create a scrapbook of relatives from the foreign culture and include personal reactions to each item, e.g., product labels, magazine ads, movie ads, or newspaper articles.

## **Connections**

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

- 6.1 Objective: Demonstrate knowledge of the major geographical features (e.g., mountains, rivers, major cities, etc.) of identified countries or regions where the foreign language is spoken.

- 6.2 Objective: Apply mathematical skills in the foreign language.
  - 6.2.1 Performance Indicator: Students will prepare food using appropriate units of measure, by following a recipe from the foreign culture.
  - 6.2.2 Performance Indicator: Students will convert Celsius temperatures on a foreign culture weather map to Fahrenheit.
  - 6.2.3 Performance Indicator: Students will role-play a shopping situation, employing mathematical skills to convert foreign currency.
- 6.3 Objective: Identify typical cuisine of the foreign culture.
- 6.4 Objective: Demonstrate an awareness of music and art in the foreign culture.
  - 6.4.1 Performance Indicator: Students will perform popular children's songs from the foreign culture, e.g., singing or playing a musical instrument.

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

- 7.1 Objective: Read identified selections of children's literature.
- 7.2 Objective: Extract identified information from selected authentic sources.
  - 7.2.1 Performance Indicator: Students will examine authentic movie ads and TV guides from the foreign culture to become familiar with current entertainment trends in contemporary society.
  - 7.2.2 Performance Indicator: Students will examine a collection of advertisements from the foreign culture media to determine popular items in the culture.

## **Comparisons**

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

- 8.1 Objective: Recognize word borrowings among languages.
  - 8.1.1 Performance Indicator: Students will study a map of California and identify the locations (e.g., cities, rivers, etc.) that have a name derived from the foreign language.
  - 8.1.2 Performance Indicator: Students will identify dictionary words that come from the foreign language.

- 8.2 Objective: Identify different titles of address used in the foreign country.
- 8.3 Objective: Recognize differences in the writing systems among languages.
- 8.4 Objective: Recognize that other languages and/or dialects may be spoken by large groups of people within the foreign culture.
- 8.5 Objective: Identify basic grammatical structures and compare them to English structures.

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

- 9.1 Objective: Compare daily living patterns in the foreign culture with students' own culture.
  - 9.1.1 Performance Indicator: Students will identify similarities and differences in school subjects and class schedules in the foreign culture.
  - 9.1.2 Performance Indicator: Students will describe similarities and differences of modern dress in the foreign culture.
  - 9.1.3 Performance Indicator: Students will describe shopping patterns in the foreign culture.
  - 9.1.4 Performance Indicator: Students will identify similarities and differences in verbal and nonverbal behavior between the foreign culture and students' culture.
  - 9.1.5 Performance Indicator: Identify foods in students' culture that are originally from the culture being studied.
- 9.2 Objective: Discuss cultural stereotyping.

## **Communities**

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

- 10.1 Objective: Discover applications and uses of the foreign language within the local community.
  - 10.1.1 Performance Indicator: Students will identify occupations in want ads and Internet job searches for which the foreign Language would be helpful.

10.2 Objective: Practice oral or written use of the foreign language with family, friends, or peers.

10.2.1 Performance Indicator: Students will “try out” the language at home with parents or siblings, by sharing what was learned in class that day.

10.2.2 Performance Indicator: Students will initiate a conversation or respond to questions from the teacher in the foreign language outside the classroom.

10.3 Objective: Write and illustrate paragraphs on familiar topics to present to school and community.

10.4 Objective: Recreate for the school or community an event or product from the foreign culture.

10.5 Objective: Participate in foreign language club activities which benefit the school or community.

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

11.1 Objective: Express interest in various aspects of the foreign culture.

11.1.1 Performance Indicator: Students will identify examples representative of the foreign culture in the community, e.g., decorative arts, architecture, cuisine, products sold, etc.

11.1.2 Performance Indicator: Students will identify countries and regions on a world map where the foreign language is spoken.

11.1.3 Performance Indicator: Students will read about the foreign culture in a variety of media sources.

11.2 Objective: Appreciate samples of cuisine, art, literature, and music from the foreign culture.

11.2.1 Performance Indicator: Students will visit a restaurant operated by speakers of the foreign language and order in the foreign language.

11.2.2 Performance Indicator: Students will video tape the above visit.