

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

FOREIGN LANGUAGE AP

Course Number	5722 Spanish for Spanish Speakers 3 AP 5727 Spanish 4 AP 5728 Spanish 5 AP 5733 French 4 AP 5734 French 5 AP 5739 German 4 AP 5740 German 5 AP 5797 Japanese 4 AP
Department	Foreign Language
Length of Course	One (1) year/two (2) semesters
Grade Level	9-12
Prerequisite	Successful completion of one of the Foreign Language 3/4 or teacher recommendation
Credit	5 units per semester/10 total credits/fine arts or elective credit
Repeatable	Not repeatable for credit with the exception of Spanish 5 AP
Board Approved	November 21, 2002

Description of Course: Advanced Placement courses follow the curriculum established by the College Board and emphasize the use of active communication through the following objectives:

- The ability to comprehend formal and informal language.
- the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in a specific foreign language.
- the ability to compose expository passages.
- The ability to express ideas orally with accuracy and fluency.

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.

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.

Level V - Expanding Learning Stage - Communication

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

- 1.1 Objective: Initiate and participate in conversations on current or past events that are of significance in the foreign culture.
- 1.2 Objective: Describe state of being and feelings, elaborating on the causes.
- 1.3 Objective: Follow and restate directions, instructions, and commands in unfamiliar or novel situations.
 - 1.3.1 Performance Indicator: Restate directions for purposes of clarity, e.g., to the post office, to a restaurant, etc.
- 1.4 Objective: Justify personal preferences.
 - 1.4.1 Performance Indicator: Justify and explain personal preferences in response to a choice of activities.
 - 1.4.2 Performance Indicator: State and defend opinions on controversial issues, e.g., legal age, parental curfew, health/diet plans for fitness, etc.

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

- 2.1 Objective: Comprehend main ideas and some supporting details of unfamiliar written and oral language with little or no visual support.
 - 2.1.1 Performance Indicator: Identify a short story, a passage from a literary work, or a poem as comic or tragic, supporting choice with textual evidence.
- 2.2 Objective: Interpret and analyze the main idea and supporting details of authentic written materials on particular topics.
 - 2.2.1 Performance Indicator: Research the various points of view on a contemporary political movement in the foreign culture (e.g., the anti-nuclear movement, women’s issues, elections, etc.) by using foreign culture media resources and contrasting them to views in the American print media.

- 2.2.2 Performance Indicator: Demonstrate understanding of a short text about the educational system in the foreign culture by comparing/contrasting with students' own experience.
- 2.3 Objective: Demonstrate comprehension of selected authentic prose, poetry, and plays.

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 compositions on given topics, including comparison, interpretation and/or persuasion.
 - 3.1.1 Performance Indicator: Write an editorial for the school newspaper.
- 3.2 Objective: Present oral reports and speeches on a variety of topics.
 - 3.2.1 Performance Indicator: Give oral reports describing and comparing weather conditions at home and abroad, using a weather map or other resources.
- 3.3 Objective: Use the language creatively in writing simple poetry and prose.
- 3.4 Objective: Give commands, directions, and instructions involving complex situations.

Cultures

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

- 4.1 Objective: Adjust speech appropriately to the situation and audience.
 - 4.1.1 Performance Indicator: Integrate culturally appropriate gestures in unfamiliar situations.
- 4.2 Objective: Dispel unfounded generalizations and stereotypes.
- 4.3 Objective: Analyze social and geographic factors that affect cultural practices.
- 4.4 Objective: Analyze cultural practices among countries and regions where the foreign language is spoken.
 - 4.4.1 Performance Indicator: Conduct research to discover similarities and differences in celebrations of same-language countries and illustrate findings through role-play.

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 the relationship among various art forms in at least one major historical period.
- 5.2 Objective: Demonstrate knowledge of the major literary and artistic movements within identified cultures where the foreign language is spoken.
 - 5.2.1 Performance Indicator: Identify musical or visual artists (representative of the foreign culture) by their work and explain their influence on the world of music or art.

- 5.3 Objective: Discuss the global influence of historical events, political structures, value systems, and artistic expressions from the foreign culture.
 - 5.3.1 Performance Indicator: Conduct Internet research on current political issues in the foreign culture and discuss the possible influence on the United States and the world.

Connections

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

- 6.1 Objective: Interpret information, integrate, and apply skills from other disciplines to the foreign language class.
 - 6.1.1 Performance Indicator: Compare the English version of *The Necklace*, read in world literature class, with the original text *La Parure*, read in French class, and share findings in both discipline.
 - 6.1.2 Performance Indicator: Prepare and present a debate on selected controversial issues in the foreign culture's contemporary society, based on research of various viewpoints.
- 6.2 Objective: Correlate knowledge and understanding of global trends to the study of the contemporary foreign culture.
 - 6.2.1 Performance Indicator: Study the global influence of artists from the foreign culture in conjunction with an assignment in art class and share the findings with classmates in both disciplines.
 - 6.2.2 Performance Indicator: Discuss the influence of major historical events in the foreign country on current political structures and traditions.

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

- 7.1 Objective: Analyze and synthesize information from authentic sources.
 - 7.1.1 Performance Indicator: Create a plan for a model school based on the educational system of the foreign culture, including such information as course offerings, sample schedules, faculty, and a public relations brochure.
 - 7.1.2 Performance Indicator: Use foreign culture sources to research an historical event in the foreign culture and present findings in oral or written form, emphasizing the cultural perspective of the foreign nation.

Comparisons

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

- 8.1 Objective: Apply idiomatic expressions in a variety of social contexts.

- 8.1.1 Performance Indicator: Role-play a shopping situation in a foreign market place using appropriate idiomatic expressions.
- 8.2 Objective: Use knowledge of the structural patterns of students' own language and the foreign language for effective communication.
- 8.2.1 Performance Indicator: Translate a passage avoiding a word-for-word exchange.

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

- 9.1 Objective: Apply appropriate verbal and non-verbal behavior in a variety of social contexts in the foreign culture.
- 9.1.1 Performance Indicator: Demonstrate appropriate behaviors at a family event, birthday or wedding, e.g., gift giving and receiving, greetings, knowledge of foods eaten, games played, etc.
- 9.2 Objectives: Analyze and infer cross-cultural similarities and differences as observed in practices, products, and perspectives of the foreign culture and students' own culture.
- 9.2.1 Performance Indicator: Compare and contrast modern dating, engagement, and wedding customs and practices in the foreign culture and students' culture.

Communities

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

- 10.1 Objective: Communicate orally and in writing with members of the foreign culture on topics of personal interest, community, or world concern.
- 10.2 Objective: Research and organize an event or celebration representing the foreign culture for the school or community.
- 10.2.1 Performance Indicator: Learn the steps and prepare costumes for a Spanish folk dance to perform for the public during *Cinco de Mayo*.
- 10.2.2 Performance Indicator: Organize a film festival for the public as a foreign language club activity.
- 10.2.3 Performance Indicator: Plan an *Octoberfest* celebration for the community.
- 10.2.4 Performance Indicator: Organize a Mardi Gras celebration as a French club outreach and invite other foreign language clubs to participate.

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

- 11.1 Objective: Maintain ongoing personal contact with a native speaker.
- 11.1.1 Performance Indicator: Regularly send holiday greeting cards or electronic greetings to acquaintances from the foreign culture.

- 11.2 Objective: Initiate and pursue interests in various aspects of the foreign culture.
 - 11.2.1 Performance Indicator: Subscribe to a periodical from the foreign culture.
 - 11.2.2 Performance Indicator: Independently participate in activities related to the foreign language and culture, e.g., ethnic festivals, plays or films, contests, etc.

Level VI - Expanding Learning Stage - Communication

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

- 1.1 Objective: Express and exchange perspectives on a variety of topics supporting and defending opinions to convince others.
 - 1.1.1 Performance Indicator: Write a persuasive essay on a topic of choice.
 - 1.1.2 Performance Indicator: Organize and carry out debates on issues of relevance to the foreign culture and of pertinence to students' lives.
- 1.2 Objective: Use culturally appropriate language and demonstrate culturally appropriate behavior in diverse social settings.
 - 1.2.1 Performance Indicator: Use appropriate forms of courtesy and gesture in a variety of situations.
- 1.3 Objective: Analyze and react to people, places, and products of the foreign culture.
 - 1.3.1 Performance Indicator: Provide and describe a personal reaction to some aspect of the foreign culture, in response to a short article from a foreign culture magazine.
- 1.4 Objective: Propose and support solutions to issues and problems.
 - 1.4.1 Performance Indicator: Discuss possible solutions or achieve consensus on controversial issues.

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

- 2.1 Objective: Understand complex written and oral materials on a variety of topics.
 - 2.1.1 Performance Indicator: Demonstrate understanding of obvious and subtle differences in foreign culture media and the media of students' culture (e.g., newspaper ads, obituaries, sport reports, international news) by writing a comparative composition.
- 2.2 Objective: Respond appropriately to mood and implied meaning (sarcasm, humor, irony) of written communication.
 - 2.2.1 Performance Indicator: Identify tone of a literary sample, using textual evidence as support.
- 2.3 Objective: Write business letters and requests for information and complete job applications, forms, and documents.
 - 2.3.1 Performance Indicator: Write business letters to a foreign company

- ordering a product, such as a book or CD.
- 2.3.2 Performance Indicator: Write a letter of application for a summer job in the foreign culture in response to an ad.
- 2.3.3 Performance Indicator: Write to an embassy requesting information.

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

- 3.1 Objective: Give oral presentations including interpretation, persuasion, and/or critical analysis on a variety of topics.
 - 3.1.1 Performance Indicator: Research a specific artist representative of the foreign culture (e.g., visual artist, author, musician, poet) and share some examples of the artist's work, presenting a brief commentary.
 - 3.1.2 Performance Indicator: Prepare a brief presentation on a selected piece of literature, comparing and contrasting the author's perspective with students' point of view.

Cultures

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

- 4.1 Objective: Compare, contrast, and analyze the effects of cultural practices among same-language cultures.
 - 4.1.1 Performance Indicator: Analyze cultural similarities and differences based on a literary work of the culture e.g., family roles and relationships, methods of conflict resolution, etc.
 - 4.1.2 Performance Indicator: Research and role-play celebrations of same-language countries to discover and illustrate similarities and differences.
- 4.2 Objective: Integrate cultural phrases and idiomatic expressions into everyday communication.
 - 4.2.1 Performance Indicator: Demonstrate appropriate use of idiomatic expressions in the foreign language, e.g., puns, double entendres, etc.

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

- 5.1 Objective: Analyze how tangible and intangible products reflect the perspectives (meanings, attitudes, values, ideas) of the foreign culture.
 - 5.1.1 Performance Indicator: Explain the cultural importance of wine to a French meal, after conducting pertinent research, e.g., wine production in the different wine regions in France, etc.
- 5.2 Objective: Analyze the relationship between the products and perspectives of the foreign culture, drawing a comparison to that of the United States.

Connections

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

- 6.1 Objective: Locate foreign language resources in order to analyze and synthesize information for use in other disciplines.
 - 6.1.1 Performance Indicator: Read identified excerpts of *Don Quixote* and share insights gained from the Spanish text with English classmates.
- 6.2 Objective: Compare and contrast forms of government throughout history.
 - 6.2.1 Performance Indicator: Trace the development of governmental forms from the French monarchy up to modern systems.

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

- 7.1 Objective: Use authentic sources to analyze and synthesize the perspectives of the foreign culture.
 - 7.1.1 Performance Indicator: Read age-appropriate materials intended for native speakers of the foreign language and identify adolescent values and behaviors.
 - 7.1.2 Performance Indicator: Use foreign language Internet search engines to conduct research for a presentation on AIDS in the developing world.
 - 7.1.3 Performance Indicator: Debate the use of nuclear energy using resources from the foreign culture as support.

Comparisons

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

- 8.1 Objective: Apply knowledge of sound-symbol correspondence, stress, and intonation patterns in spontaneous communicative situations.
- 8.2 Objective: Speculate about what forces have led to cognates, loan words, and borrowed words and what changes may occur in the future.
 - 8.2.1 Performance Indicator: Discuss the Norman Conquest and its historical influence on the French language.
 - 8.2.2 Performance Indicator: Predict what language changes may occur in the future based on current trends or events.

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

- 9.1 Objective: Analyze and contrast the historical as well as present-day contributions of the foreign culture to the world-at-large with those of the United States.

- 9.1.1 Performance Indicator: Analyze and discuss the influx of the foreign population into various areas of the United States, based on electronic research from the CIA Fact Book or an almanac.
- 9.1.2 Performance Indicator: Compare/contrast the viewpoints found in foreign language and English newspapers.

Communities

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

- 10.1 Objective: Participate in career exploration or school-to-work projects that are enhanced by knowledge of the foreign language and culture.
 - 10.1.1 Performance Indicator: “Shadow” a community member who uses the foreign language at work.
- 10.2 Objective: Use community resources to research a variety of topics related to foreign language and/or culture study.
 - 10.2.1 Performance Indicator: Create an informational brochure in the foreign language, e.g., about the local historical museum, medical services available in the community, etc.

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

- 11.1 Objective: Interpret and analyze cultural events.
 - 11.1.1 Performance Indicator: Attend a performing arts presentation representative of the foreign culture and voluntarily write a critique for the school newspaper.
- 11.2 Objective: Present, discuss, and suggest solutions for current issues/problems in the foreign culture.