

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

FOREIGN LANGUAGE 4 HONORS

Course Number	5723 Spanish 4 Honors French 4 Honors German 4 Honors Japanese 4 Honors
Length of Course	One (1) year/two (2) semesters
Grade Level	11 -12
Prerequisite	Successful completion of Foreign Language 3H or teacher recommendation
Credit	5 units per semester/10 total credits/elective credit
Repeatable	Not repeatable for credit
Board Approved	May 3, 2007

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.

Developing and Expanding Learning Stages - Communication

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

- 1.1 Objective: Ask and respond to factual and interpretive questions.
- 1.2 Objective: Interact in complex social situations.
 - 1.2.1 Performance Indicator: Role-play a conversation at a party by asking and answering questions on dating, sports, family, etc.
- 1.3 Objective: Express and support opinions.
 - 1.3.1 Performance Indicator: Share opinions with classmates on familiar topics of interest, e.g., films, musical groups, athletic teams.
- 1.4 Objective: Express judgments.

- 1.5 Objective: Paraphrase or restate what has been said.
 - 1.5.1 Performance Indicator: Describe the weather in different regions where the foreign language is spoken and compare it to students' own regional weather, making reference to a weather map from the foreign culture.
- 1.6 Objective: Describe problems and possible solutions.
 - 1.6.1 Performance Indicator: Solve a predicament (e.g., a lost piece of clothing, a need for medication, a flat tire, etc.) by identifying the problem, discussing, and proposing possible solutions.

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

- 2.1 Objective: Understand selected authentic written and oral materials on topics of personal interest.
- 2.2 Objective: Comprehend main ideas of unfamiliar written and oral language with limited visual support.
 - 2.2.1 Performance Indicator: Demonstrate understanding of an authentic hotel guide by matching particular hotels to written descriptions of specific travelers' needs.
 - 2.2.2 Performance Indicator: Demonstrate understanding of foreign culture travel ads by identifying destination, price, departure/arrival times, and intermediate stops of the trip.
 - 2.2.3 Performance Indicator: Demonstrate understanding of authentic catalogue order forms or job application forms by appropriately filling them out.
- 2.3 Objective: Comprehend and respond to formal written communication, e.g., business, official documents, etc.
- 2.4 Objective: Demonstrate comprehension of particular literary selections.

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 short well-organized compositions on given topics.
- 3.2 Objective: Produce and/or present elaborate creative works.
 - 3.2.1 Performance Indicator: Create short written pieces such as children's "books" or travel brochures.
- 3.3 Objective: Write personal letters using culturally appropriate format and style.

- 3.3.1 Performance Indicator: Write a letter to an advice column explaining a personal problem and requesting help in solving it.
- 3.4 Objective: Give oral reports on a variety of topics.
 - 3.4.1 Performance Indicator: Select a famous tourist attraction in the foreign culture and describe (orally or in writing) certain aspects of the attraction, e.g., history, architecture, current relevance, etc.

Cultures

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

- 4.1 Objective: Identify differences in cultural practices among same-language cultures.
 - 4.1.1 Performance Indicator: List cultural similarities and differences observed in a film or a literary work from the foreign culture, e.g., family roles and relationships, methods of conflict resolution, use of leisure time.
- 4.2 Objective: Recognize sociolinguistic features of the foreign culture, e.g., conversational distance, gestures, facial expressions, meaningful sounds which are not themselves words (paralanguage).
- 4.3 Objective: Interpret the cultural connotations of common words, phrases, and idioms.
- 4.4 Objective: Discuss unfounded generalizations and stereotypes.
- 4.5 Objective: Discuss social and geographic factors that affect cultural practices.
 - 4.5.1 Performance Indicator: List ways in which geographical features have affected culture, e.g., the development of winter sports in the mountains, eating more seafood along the coast, etc.
 - 4.5.2 Performance Indicator: Conduct research on the regional differences in a province or country in which the foreign language is spoken and explain how geography and/or history influence such differences, e.g., language, cooking, style of homes, clothing, etc.
 - 4.5.3 Performance Indicator: Research traditional clothing of various regions of the countries where the foreign language is spoken and explain the influence of geography and climate.

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

- 5.1 Objective: Describe various aspects of the culture, including major historical events, political structures, visual arts, architecture, literature, and music.
 - 5.1.1 Performance Indicator: Discuss the importance of and identify possible causes for identified current events in the foreign culture.
 - 5.1.2 Performance Indicator: Compare attitudes toward the use of alcoholic beverages in the foreign culture and the United States.
- 5.2 Objective: Demonstrate an awareness of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the foreign language is spoken.

Connections

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

- 6.1 Objective: Identify and discuss elements of literature, e.g., plot development, characterization, etc.
- 6.2 Objective: Conduct traditional and electronic research on selected topics related to the foreign language and culture.
 - 6.2.1 Performance Indicator: Conduct Internet research on contemporary cultural practices and products of the foreign culture.
- 6.3 Objective: Present findings from research in oral and written form, using presentational skills acquired in other disciplines.
 - 6.3.1 Performance Indicator: Present findings from foreign culture media research (e.g., magazines, newspapers, Internet, TV stations, etc.) on selected topics of contemporary society.

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 a variety of entertainment media available to speakers of the language.
 - 7.1.1 Performance Indicator: View current videos to understand the roles of males and females in the foreign culture.
 - 7.1.2 Performance Indicator: Use a variety of authentic sources to prepare reports on topics of personal interest, comparing foreign culture perspectives to information available on the same topics from an American viewpoint.

- 7.2 Objective: Read and interpret short stories, poetry, or plays in the foreign language.
- 7.3 Objective: Use primary sources to write brief reports.

Comparisons

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

- 8.1 Objective: Analyze differences between identified grammatical structures of English and the foreign language.
 - 8.1.1 Performance Indicator: Apply the correct possessive structures in communicating in the foreign language.
- 8.2 Objective: Identify the historical and cultural reasons for cognates, loan words, and borrowed words.
 - 8.2.1 Performance Indicator: Explain the historical reasons for specified place names in California.
- 8.3 Objective: Use knowledge of sound-symbol correspondence, stress, and intonation patterns to communicate in particular contexts.
 - 8.3.1 Performance Indicator: Read a poem with correct intonation, phrasing, and stress.
- 8.4 Objective: Understand the use of idiomatic expressions in the foreign language.

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

- 9.1 Objective: Identify and compare current issues in the foreign culture and students' own culture.
- 9.2 Objective: Explain the impact of contributions of the foreign culture to students' own culture.
- 9.3 Objective: Compare and contrast global artistic contributions of the foreign culture with artistic contributions of the United States.
 - 9.3.1 Performance Indicator: Note and explain foreign culture contributions (e.g., advertising, architectural styles, etc.) as evidenced in the print media in the United States.

Communities

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

- 10.1 Objective: Communicate orally or in writing with members of the foreign culture on a variety of topics.
 - 10.1.1 Performance Indicator: Ask informed, comprehensible questions that can be answered by a native guest speaker, following a presentation.
 - 10.1.2 Performance Indicator: Initiate a conversation or respond in the foreign language when encountering the foreign language teacher or other speakers of the language outside the classroom.
 - 10.1.3 Performance Indicator: Invite identified community members to class to explain how they use the foreign language in their occupations, e.g., health care workers, executive assistants in corporations, police officers, etc.
- 10.2 Objective: Participate in travel to the foreign culture with family or school.

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

- 11.1 Objective: Appreciate and comprehend plays, museum exhibits, films, etc. representative of the foreign culture, outside of the classroom setting.
 - 11.1.1 Performance Indicator: Attend a performance of a ballet or theatrical play representative of the foreign culture.
 - 11.1.2 Performance Indicator: Attend an international soccer game.
- 11.2 Objective: Research current issues related to the foreign culture through various sources.