

# **World Languages Curriculum Framework**

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# Glossary of Terms

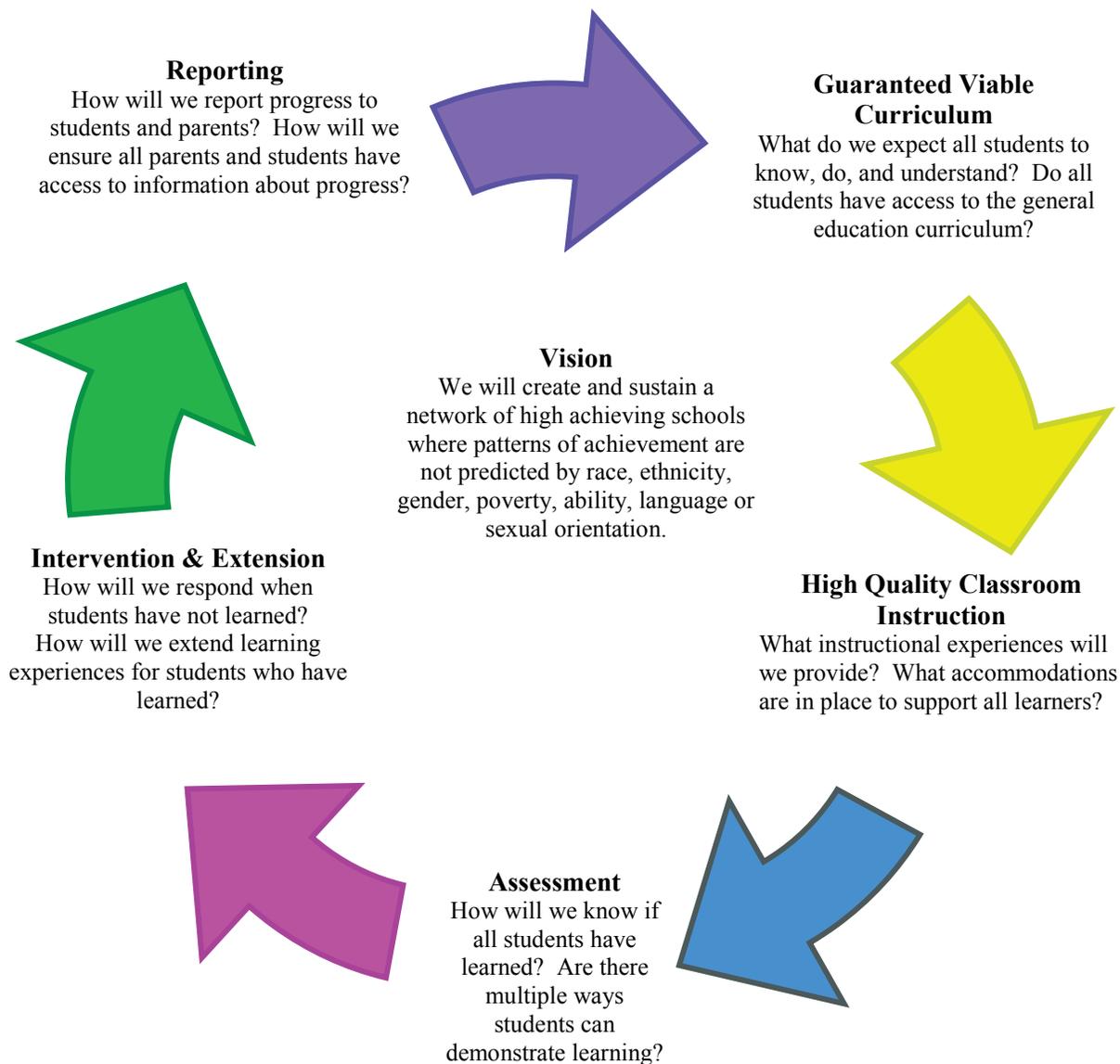
<b>Common Assessments</b>	Common assessments are the summative measurements that validate and verify learning of the ELRs. The assessment tool aligns with the level of learning specified in the ELR.
<b>Content Standards</b>	Content Standards are broad statements of what students will be able to know, do and understand as a result of comprehensive study in grades 6-12. <i>The Boulder Valley School District Content Standards for World Languages</i> are based on the <i>Colorado Model Foreign Language Standards</i> .
<b>Content Standards for Classical Languages</b>	Content Standards for Classical Languages are broad statements of what students will be able to know, do and understand as a result of comprehensive study in grades 9-12. These standards are based on <i>A Collaborate Project of the American Classical League</i> and the <i>American Philological Association and Regional Classical Associations</i> and were used as reference in creating the curriculum for Latin.
<b>Content Standards for World Languages</b>	These are based on the <i>Colorado Model Foreign Language Standards</i> .
<b>Course Beliefs</b>	Course Beliefs indicate why it is important for students to study another language.
<b>Course Description</b>	Course Description provides a brief overview of the course.
<b>Course Outline</b>	The Course Outline is a one page graphic organizer that illustrates at the macrolevel the components of a year long course. It includes content standards, course description, course beliefs, evidence-based instructional strategies, topics, key structures and concepts, and student self-assessments. Teachers should post or distribute copies of the appropriate course outline to their students.

# Glossary of Terms

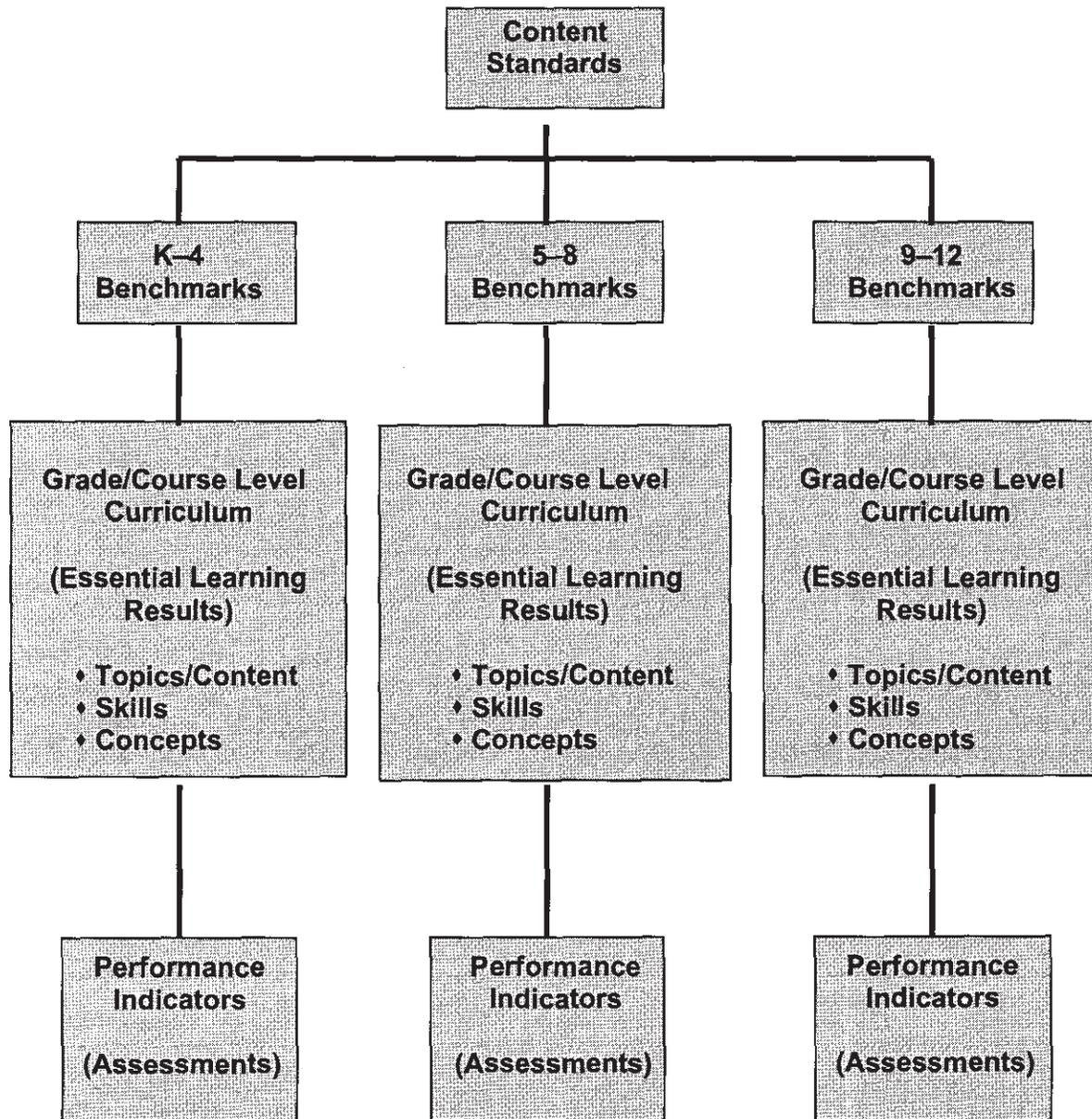
<b>Curriculum Framework</b>	Curriculum Frameworks are available for all of the world languages that are taught in middle and high schools. The Curriculum Framework provides a blueprint for teachers to use in the planning and delivery of instruction and in the assessment of and for student learning. The Curriculum Framework includes standards, essential learning results, topics, skills, and concepts, performance indicators, and assessments.
<b>Essential Learning Results (ELRs)</b>	Essential Learning Results (ELRs) are the backbone of a guaranteed viable curriculum. ELRs are aligned with standards and articulate the skills, content, and concepts determined to be nonnegotiable areas for proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learning Results are the mandated curriculum of BVSD and form the basis upon which common assessments are created.
<b>Instructional Strategies</b>	These articulate the classroom strategies that have a research or theoretical base for improving the level of student achievement.
<b>Expansion of ...</b>	Expansion of . . . refers to the review and expansion of topics after they have been introduced in a previous level.
<b>Key Concepts &amp; Structures</b>	Key Concepts and Structures are the concepts, grammatical tools, and linguistic elements that students use to understand and communicate about different topics within the language studied.
<b>Performance Indicators</b>	Performance Indicators clarify the ELRs, describe the indicators of achievement, and inform the selection of appropriate formative and summative assessments.
<b>Student Self-Assessment</b>	Student self-assessment represents key questions that students can apply to guide their own progress in the language studied.
<b>Topics</b>	Topics are the subjects or themes that students use to understand and communicate. Topics are used to generate the vocabulary for the lesson.

## INSTRUCTIONAL FRAMEWORK MAKING THE CONNECTIONS

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



### How Standards and Curriculum Fit Together



## Introduction

### Background

The development and implementation of State Content Standards were mandated in May 1993 by Colorado Statute. At that time, Boulder Valley School District World Language teachers from all levels had input on the standards and Essential Learning Results. Teachers reviewed, discussed and refined the document. The resulting *World Language Standards* closely parallel the *Colorado Model Content Standards* which were adopted by the Colorado State Board of Education on December 11, 1997.

In the Fall of 2007, a group of teachers came together to form the *World Languages Curriculum Writing Team*, responsible for updating the *World Languages Curriculum Guide* approved by the BVSD Board of Education on May 25, 2000. This document describes the curriculum for World Language and Classical Languages for the BVSD in grades 6 through 12. It aligns students, Essential Learning Results, essential learning results, course outlines, key concepts and structures, and summative assessments. The interplay of standards, curriculum, instruction and assessment will ensure an accountability process that provides learning for all Boulder Valley School District students in a high quality World Languages program. The highest possible delivery standards have been the norm for Boulder Valley School District teachers. This document formalizes an excellent process that has been in place for some time.

*Content Standards* are general statements of what a student should know or be able to do in a particular academic area. *Essential Learning Results* describe what students should understand and be able to do at specified levels to meet each *standard*. Essential Learning Results describe the concepts, skills and topics to be learned with in each course. This document includes specific description of what students should know, do and understand at the end

of beginning (Levels 1 and 2), intermediate (Level 3 and 4) and advanced levels of language instruction (Level 5). All students must meet Level 2 Essential Learning Results in order to meet the Boulder Valley School District graduation requirements of the New Century Graduate.

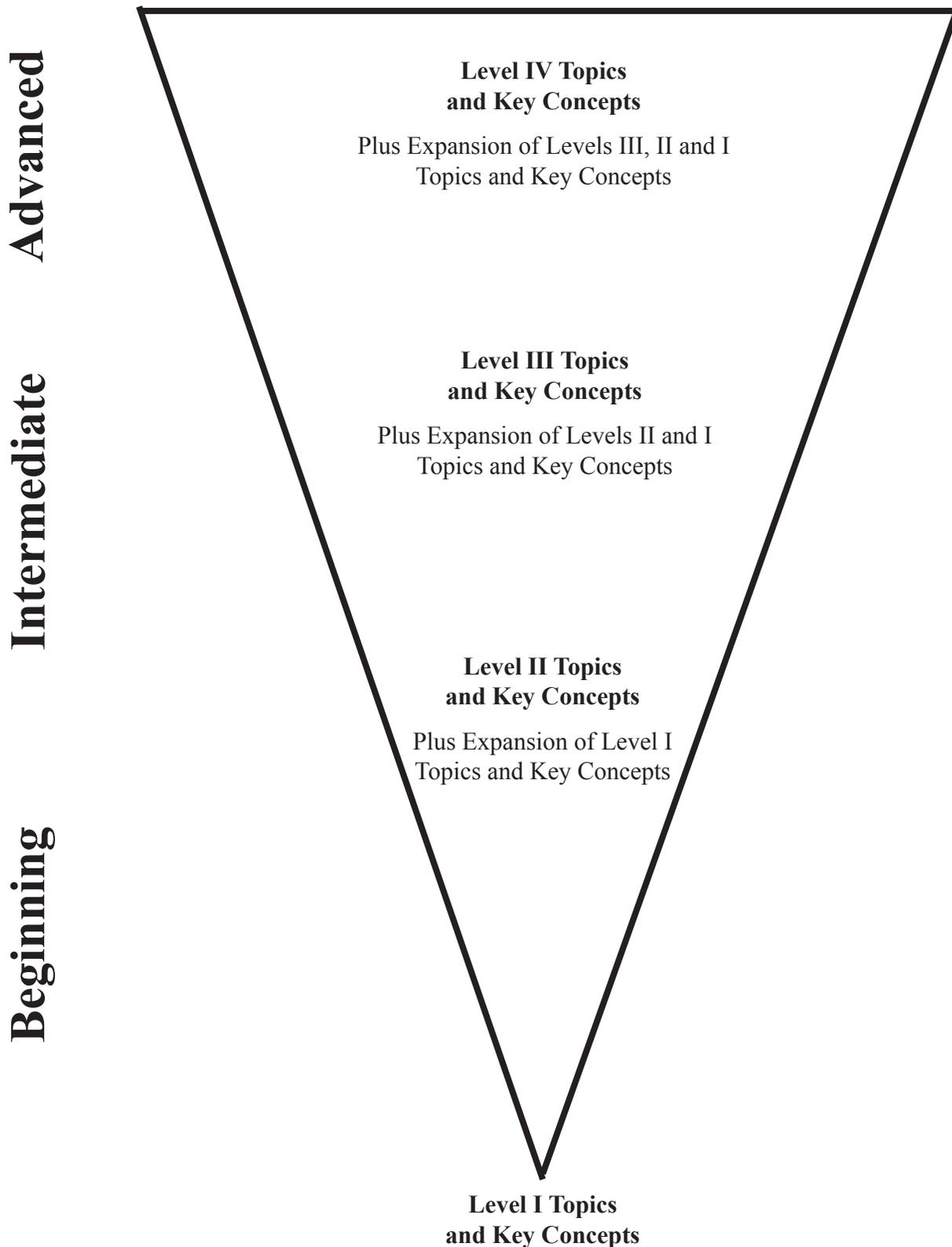
The title *World Languages* has been proposed because it is more respectful of all language learners. Many students come to our schools speaking a language other than English. The languages brought to our schools are not ‘foreign’ or ‘second’ languages to the students speaking them. In keeping with our district’s goals, the phrase *World Language* is more inclusive and supportive of learners.

**Note:** *As required by the 1992 Rules (for the ) Administration of Accreditation of School Districts, special consideration will be taken in all aspects of the development and implementation of standards-based education to address the special learning needs of all exceptional children, including but not limited to students with disabilities and gifted and talented students.*

Boulder Valley  
school district



The process of language teaching and language learning is like an inverted pyramid. Students begin with little or no knowledge of their new language. New Topics and Key Concepts are introduced at every Level. In addition, Topics and Key Concepts already introduced are reviewed and expanded each year. The process is illustrated in the following graphic representation:



## *Introduction to World Languages*

### Course Beliefs

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century.

**Lifelong Learning:** The skills required to acquire a World Language are basic to the learning process. Learning another language involves delving into the very structure of the language and the thinking process. It can serve as a foundation and model for learning anything new. In addition, if one has already learned another language, the acquisition of another, if needed is much easier and more efficient.

**Higher Achievement:** A higher level of skill is demanded of all workers in a global community. Our children will compete with those where knowing two, or often three languages, is the norm. If the United States wants to compete on a global level, our children must be proficient in the knowledge of other languages.

It is also interesting and significant to note that

students who study a World Language show significantly higher scores on both the SAT and ACT. Research reported to the Illinois State Board of Education concludes that there is a *significant reciprocal effect between second language acquisition and academic learning and general academic skill.*

**Economic Necessity:** Businesses increasingly reach out to all parts of the world. In order to ensure our own future as competitors, both individually and as a nation, we must be able to communicate with the rest of the world.

The civic, political, and environmental problems which face our nation are closely connected to those in other nations. People must be able to communicate with each other to solve tomorrow's problems.

**Multicultural Perspective:** World Languages open doors not only to other languages, but also to other cultures, people and lands. With this exposure comes an appreciation of cultural diversity, an increase in the ability to communicate, and a vital understanding of common ground among peoples of all nations. While a multicultural perspective ideally infuses our entire curriculum, the study of another language is an ideal place for articulation of and reflection upon these values.

We believe that our students must be prepared to face the challenges of the 21<sup>st</sup> century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

**Lifelong Skills:** Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.

**Higher Achievement:** Latin helps students develop deductive and analytical skills which they can apply to other disciplines.

## *Introduction to Classical Languages*

### Course Beliefs

**English Proficiency:** Latin equips students with an effective way to learn and use the English language confidently.

**Multicultural Perspective:** Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

## World Languages & Multicultural / Diversity Education

World Languages has the unique advantage of incorporating cultural studies as an integral part of the instruction at all levels. Language is used as a cultural tool to understand a variety of people within a language group. The study of language naturally celebrates diversity and focuses on the richness of culture.

This curriculum guide has specific cultural Essential Learning Results for each level of instruction. As a student becomes proficient in a language, the cultural aspect of the instruction allows a global perspective and an expanded world view to be developed.

An added benefit to World Language instruction is the possibility of having a native language speaker

in the class. When such a student is enrolled in the class, other class members gain important insight into language presentation, conversational fluidity, use of gestures, and an understanding of idiomatic expressions. In such a setting, both the native speaker and the student of the language gain skill, knowledge and insight.

Gaining language proficiency allows students to develop new ways of thinking. Language proficiency also has the potential to provide future employment advantages.

World Language classrooms are natural settings for implementing the Boulder Valley School District's Strategic Plan component of valuing diversity and promoting understanding. A student's inherent worth is defined and shaped by his or her use of language. World Languages provide students the opportunity to further shape a sense of self and form a sense of one's view of the world.

*American Sign Language (ASL) is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body. It is the first language of many deaf North Americans, and one of several communication options available to deaf people. ASL is said to be the fourth most commonly used language in the United States.\**

Boulder Valley School District (BVSD) recognizes American Sign Language (ASL) as a unique, identifiable language with its own conventions, syntax and symbol system. ASL is also recognized by the State of Colorado as a language. The District also recognizes that American Sign Language is not the same as deaf education. Each has a different set of instructional techniques and methodology.

All languages represented in the BVSD are

## American Sign Language

respected and seen as a valuable addition to our school community. ASL is offered to some BVSD students and will have continued curriculum development as the demand warrants.

### \*National Institute on Deafness and Other Communication Disorders

NIDCD Information Clearinghouse  
1 Communication Avenue  
Bethesda, MD 20892-3456  
Toll-free Voice: (800) 241-1044  
Toll-free TTY: (800) 241-1055  
Fax: (301) 770-8977  
E-mail: [nidcdinfo@nidcd.nih.gov](mailto:nidcdinfo@nidcd.nih.gov)

# **American Sign Language (ASL)**

# American Sign Language I

*BVSD American Sign Language Content Standards*

## American Sign Language (ASL)

*American Sign Language (ASL) is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body. It is the first language of many deaf North Americans, and one of several communication options available to deaf people. ASL is said to be the fourth most commonly used language in the United States.*

National Institute on Deafness  
& Other Communication Disorders  
NIDCD Information Clearinghouse:

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All languages represented in the BVSD are respected and seen as a valuable addition to our school community. ASL is offered to some BVSD students and will have continued curriculum development as the demand warrants.

**Standard 1: Communication** - *Students will communicate in American Sign Language.*

Students engage in conversations, understand and interpret ASL, and present information, concepts, and ideas in ASL to an audience.

**Standard 3: Connections** - *Students will connect other disciplines and acquire information in ASL.*

Students reinforce and further their knowledge of other disciplines through ASL, and acquire information and recognize the distinctive viewpoints that are only available through ASL and Deaf culture.

**Standard 2: Cultures** - *Students will gain knowledge and understanding of American Deaf Culture and the Deaf World.*

Students demonstrate an understanding of the relationship between the practices, perspectives and the products of American Deaf culture and the Deaf World.

**Standard 4: Comparisons** - *Students will develop insight into the nature of language and culture.*

Students demonstrate understanding of the nature of language and culture through comparisons of ASL, Deaf Culture, and their native language and culture.

**Standard 5: Communities** - *Students will participate in multilingual communities at home and around the world.*

Students use ASL both within and beyond the school setting, and for personal enjoyment and enrichment

## Essential Learning Results Level I (Beginning)

### *BVSD World Languages Content Standards*

**Standard: Listening** - Students listen to and derive meaning from American Sign Language

In order to meet this standard, a Level I student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard: Reading** - Students read and derive meaning from American Sign Language

In order to meet this standard, a Level I student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard: Speaking** - Students speak in American Sign Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level I student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard: Culture** - Students acquire and use knowledge of culture while developing American Sign Language

In order to meet this standard, a Level I student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Course Outline*  
**American Sign Language I**

**Course Description:**

This class is an introduction to American Sign Language. Students build vocabulary and focus on the basic shifts to ASL grammar. Students carry the thread of an ASL story, read simple conversation without the aid of hearing or speaking the human voice, and have a strong grasp of reading and signing all vocabulary words (a minimum of 1,000). They master the reception and production of the manual alphabet and shift conversations into silent mode to build reception and syntax.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

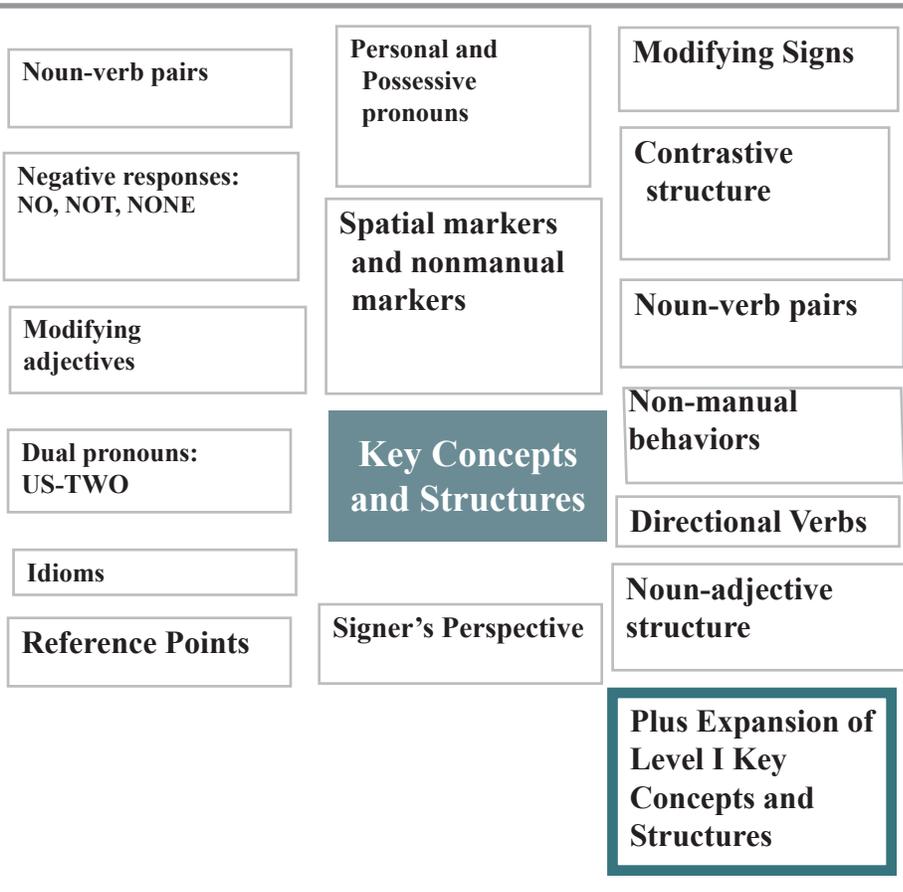
- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity**-- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** --World Languages open doors not only to other languages, but also to other cultures, people and lands.

**Instructional Strategies:**

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessment

**Standards:**

1. **Communication:** Communicate in American Sign Language.
2. **Culture:** Gain knowledge and understanding of American Deaf Culture and the Deaf World.
3. **Connections:** Connect with other disciplines and acquire information in ASL.
4. **Comparisons:** Develop insight into the nature of language and culture.
5. **Communities:** Participate in multilingual communities, at home and around the world.



**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves ...

1. Can I understand and communicate in American Sign Language?
2. Can I explain the American Deaf culture?
3. Can I connect my knowledge of American Sign Language to other disciplines?
4. Am I developing insight into my own language and culture through American Sign Language?
5. Do I participate in wider communities of American Sign Language and culture?

**Alphabet:**

- Use fingerspelling and ASL appropriately to communicate.
  - Uses the four parameters of sign production
  - Negotiates the signing environment using appropriate non-manual behaviors (facial expression, body posture, spatial organization).
- 🗨️ *Connecting Topics:* All Topics
- 🌐 *Culture:* Discusses why ASL has its own culture

**Classroom Objects:**

- Interprets and presents information related to the classroom objects using names, colors, and size
- 🗨️ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- 🌐 *Culture:* Personal supplies

**Clothing:**

- Identifies and presents information related to clothing in terms of different types, shopping, color, cost, size, and appropriateness based on daily activities.
- 🗨️ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather

**Colors:**

- Uses colors to describe objects and present information regarding likes and dislikes
- 🗨️ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations

**Daily Activities:**

- Students' daily activities
  - Daily activities of others
- 🗨️ *Connecting Topics:* All Topics
- 🌐 *Culture:* Sports

**Days, Months, Dates & Time:**

- Interprets and presents information about the days of the week and the months of the year
  - Interprets and presents information about events, holidays, activities, and celebrations.
- 🗨️ *Connecting Topics:* All Topics
- 🌐 *Culture:* Appropriate food and drink during certain seasons, holidays and occasions

## American Sign Language I

### Learning Experiences & Performance Indicators

Using the three skills of **listening, speaking, and reading** students will be able to understand and communicate knowledge of these topics in context of culture

**Family:**

- Description of immediate family
- 🗨️ *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- 🌐 *Culture:* *Similarities and differences*

**Foods & Beverages:**

- Common foods and beverages
  - Basic opinions
  - Description
- 🗨️ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Discusses menus at typical holiday celebrations and special events; describes how to order and pay in restaurants.

**Greetings, Farewells & Personal Information:**

- Interprets and engages in a variety of greetings.
  - Exchanges appropriate personal information
  - Describes, interprets, and engages in a variety of farewells
- 🗨️ *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- 🌐 *Culture:* Appropriate gestures and forms of address used

**Numbers:**

- 0-100
  - Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- 🗨️ *Connecting Topics:* All Topics
- 🌐 *Culture:* Currencies; exchange rates; Metric and English systems

**Places & Locations:**

- Common building names, *e.g.* library, museum, store, station
  - Common geographic words, *e.g.* lake, mountain, park, state, country
- 🗨️ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- 🌐 *Culture:* Visits to places and locations for business and pleasure

**Seasons & Weather:**

- Names of seasons
  - Different kinds of weather
- 🗨️ *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- 🌐 *Culture:* Similarities and differences; holidays

## American Sign Language I Performance Indicators

Topic	Communication	Culture
Alphabet and History	<ul style="list-style-type: none"> <li>• Uses fingerspelling and ASL appropriately to communicate.</li> <li>• Uses the four parameters of sign production..</li> <li>• Negotiates the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization).</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses why ASL has its own culture.</li> </ul>
Classroom Objects Clothing	<ul style="list-style-type: none"> <li>• Interprets and presents information related to the classroom objects using name, color, and size.</li> <li>• Identifies and presents information related to clothing in terms of different types, shopping, color, cost, size, and appropriateness based on daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes personal supplies used in the classroom.</li> </ul>
Colors	<ul style="list-style-type: none"> <li>• Uses colors to describe objects and present information regarding likes and dislikes.</li> </ul>	
Daily Activities	<ul style="list-style-type: none"> <li>• Interprets and presents information about daily activities.</li> <li>• Interprets and presents information related to the daily activities of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of small groups to Deaf culture.</li> <li>• Describes the importance of physical proximity in different settings.</li> </ul>
Days, Months, Dates, and Time	<ul style="list-style-type: none"> <li>• Interprets and presents information about the days of the week and the months of the year</li> <li>• Interprets and presents information about events, holidays, activities, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate food and drink during certain seasons, holidays, and occasions.</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Exchanges information about the immediate family.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates the ways the deaf and hearing cultures give information about their families.</li> </ul>
Food and Beverages	<ul style="list-style-type: none"> <li>• Interprets and presents information about common foods and beverages.</li> <li>• Describes food likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how to order and pay in restaurants.</li> </ul>
Greetings, Farewells, and Personal Infor- mation	<ul style="list-style-type: none"> <li>• Interprets and engages in a variety of greetings.</li> <li>• Exchanges personal information about self.</li> <li>• Describes, interprets, and engaging in a variety of fare-wells.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiates the signing environment using appropriate non-manual behaviors.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>• Interprets and uses numbers 0-100 in the context of age, date, time, counting, telephone numbers, addresses, currency, shopping, and prices.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the English system of measurement.</li> </ul>

## American Sign Language I Performance Indicators (continued)

Topic	Communication	Culture
Places and Locations	<ul style="list-style-type: none"> <li>• Interprets, and presents information about common building names including library, museum, store, and station.</li> <li>• Interprets and presents information about common geographic words including lake, mountain, park, state, country.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes locations for business and pleasure.</li> </ul>
Seasons and Weather	<ul style="list-style-type: none"> <li>• Interprets and presents information about the weather.</li> <li>• Describes the seasons in the context of weather, clothing, food, time, and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes seasons in context of holidays.</li> </ul>

## Key Concepts and Structures

- Personal and Possessive pronouns
- Noun-adjective structure
- Negative responses: NO, NOT, NONE
- Contrastive structure
- Modifying signs
- Modifying adjectives
- Non-verb pairs
- Dual pronouns: US-TWO
- Non-manual behaviors
- Noun/verb pairs
- Spatial markers and nonmanual markers
- Reference points
- Signers's perspective
- Directional verbs
- Idioms

# **American Sign Language II (ASL II)**

*BVSD American Sign Language Content Standards*

## American Sign Language (ASL)

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& Other Communication Disorders  
NIDCD Information Clearinghouse:

Boulder Valley School District (BVSD) recognizes American Sign Language (ASL) as a unique, identifiable language with its own conventions, syntax and symbol system. ASL is also recognized by the State of Colorado as a language. The District also recognizes that American Sign Language is not the same as deaf education. Each has a different set of instructional techniques and methodology.

All languages represented in the BVSD are respected and seen as a valuable addition to our school community. ASL is offered to some BVSD students and will have continued curriculum development as the demand warrants.

**Standard 1: Communication** - *Students will communicate in American Sign Language.*

Students engage in conversations, understand and interpret ASL, and present information, concepts, and ideas in ASL to an audience.

**Standard 3: Connections** - *Students will connect other disciplines and acquire information in ASL.*

Students reinforce and further their knowledge of other disciplines through ASL, and acquire information and recognize the distinctive viewpoints that are only available through ASL and Deaf culture.

**Standard 2: Cultures** - *Students will gain knowledge and understanding of American Deaf Culture and the Deaf World.*

Students demonstrate an understanding of the relationship between the practices, perspectives and the products of American Deaf culture and the Deaf World

**Standard 4: Comparisons** - *Students will develop insight into the nature of language and culture.*

Students demonstrate understanding of the nature of language and culture through comparisons of ASL, Deaf Culture, and their native language and culture.

**Standard 5: Communities** - *Students will participate in multilingual communities at home and around the world.*

Students use ASL both within and beyond the school setting, and for personal enjoyment and enrichment

## Essential Learning Results Level II (Beginning)

### *BVSD World Languages Content Standards*

## New Century Graduate Standards for Second Language Acquisition

**Standard: Listening** - Students listen to and derive meaning from American Sign Language

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard: Reading** - Students read and derive meaning from a variety of materials using American Sign Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard: Speaking** - Students speak in American Sign Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard: Culture** - Students acquire and use knowledge of cultures while developing American Sign Language skills.

In order to meet this standard, a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Course Outline*

# American Sign Language II

**Course Description:**

American Sign Language II furthers the study of grammar, vocabulary idioms, multiple meaning words, finger spelling, classifiers through text, signing presentations, dialogues, cultural experiences, and supported written word.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity**-- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** --World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessment

**Standards:**

1. *Communication:* Communicate in American Sign Language.
2. *Culture:* Gain knowledge and understanding of American Deaf culture and the Deaf World.
3. *Connections:* Connect with other disciplines and acquire information in ASL.
4. *Comparisons:* Develop insight into the nature of language and culture.
5. *Communities:* Participate in multilingual communities, at home and around the world.

**Noun-verb pairs**

**Negative responses: NO, NOT, NONE**

**Modifying adjectives**

**Dual pronouns: US-TWO**

**Reference Points**

**Personal and Possessive pronouns**

**Key Concepts and Structures**

**Spatial markers and nonmanual markers**

**Idioms**

**Signer's Perspective**

**Modifying Signs**

**Contrastive structure**

**Non-manual behaviors**

**Noun-adjective structure**

**Directional Verbs**

**Plus Expansion of Level I Key Concepts and Structures**

**Student self-assessment:**

Based on the **Standards**, **Topics** and **Key Concepts and Structures** listed here, students should ask themselves ...

1. Can I understand and communicate in American Sign Language?
2. Can I explain the American Deaf culture?
3. Can I connect my knowledge of American Sign Language to other disciplines?
4. Am I developing insight into my own language and culture through American Sign Language?
5. Do I participate in wider communities of American Sign Language and culture?

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Level II Topics:**

1. Body Parts, Health and Fitness
2. Daily Routines
3. Description of People, Personalities and Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level 1 Topics

### Body Parts, Health & Fitness:

- Identification of body parts including anatomy of ear
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Anatomy of ear, physics of hearing, types and causes of hearing loss

### Daily Routines:

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

### Description of People, Personalities & Nationalities:

- Physical and personality attributes
- Fashion
- Professions
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people ADA

### Dining Out:

- Table settings
- Table conversation
- Ordering from menu
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Timing and duration of meals; tipping; courses; meal times; meal-time expressions

### Directions:

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation

## American Sign Language II Learning Experiences & Performance Indicators

Using the three skills of listening, speaking, and writing students will be able to understand and communicate knowledge of these topics context of the culture

### Leisure Time:

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences in participation

### School Schedule:

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Print and non print resources

### Shopping:

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Seasonal availability; purchasing

### Sports:

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Sports figure, school accommodation

### Travel & Transportation:

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Technology

## Plus Expansion of Level I Topics and Key Concepts and Structures

## American Sign Language II Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>Names basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Interprets and presents information on fitness activities and diet</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the anatomy of the outer, middle, and inner ear including all parts and functions.</li> <li>Explains the physics of hearing and how people perceive sound.</li> <li>Describes the different types and causes of hearing loss.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Interprets and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and difference in personal routines.</li> </ul>
Description of People and Personalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and describes Deaf heritage by identifying the contributions made by people who are deaf in all aspects of life.</li> <li>Describes legislation affecting career choices and accommodations (e.g., the Americans with Disabilities Act).</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Comments on, inquires about, and makes selections from a menu.</li> <li>Interprets and describes table settings and table conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including timing and duration of meals, tipping, courses, meal times, and meal time expressions.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>Interprets and presents information using numbers 101-1000.</li> </ul>	
Leisure Time	<ul style="list-style-type: none"> <li>Interprets and provides information about present and past leisure activities including school clubs, vacations, leisure time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>Compares participation in leisure activities for members of the deaf community.</li> </ul>

## American Sign Language II Performance Indicators (continued)

Topic	Communication	Culture
School Schedule	<ul style="list-style-type: none"> <li>• Interprets and presents information about course schedules including names and order of classes.</li> <li>• Provides information regarding personal preferences about courses.</li> <li>• Describes locations within the school building.</li> <li>• Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the range of print and nonprint resources in order to gather information (e.g., web sites for deaf associations, deaf businesses, professional agencies and associations).</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>• Describes types of stores and merchandise.</li> <li>• Presents personal preferences for style and design of clothing, food and beverages.</li> <li>• Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes merchandise in terms of its seasonal availability.</li> <li>• Describes how to purchase items at a store.</li> </ul>
Sports	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>• Presents information on personal preferences for sporting activities.</li> <li>• Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies sports figures who in the Deaf community and beyond.</li> <li>• Describes accommodations needed to participate in events at the school or broader Deaf community</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>• Describes local travel.</li> <li>• Describes locations using geographic names.</li> <li>• Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>• Follows oral and written directions to a specified location.</li> <li>• Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>• Interprets and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses how technology is used to access and exchange information with and within the Deaf community (e.g., closed captioning, text telephones, relay services).</li> </ul>

## Key Concepts and Structures

- Personal and Possessive pronouns
- Noun-adjective structure
- Negative responses: NO, NOT, NONE
- Contrastive structure
- Modifying signs
- Modifying adjectives
- Non-verb pairs
- Dual pronouns: US-TWO
- Non-manual behaviors
- Noun/verb pairs
- Spatial markers and nonmanual markers
- Reference points
- Signer's perspective
- Directional verbs
- Idioms

# Chinese

# Chinese I

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtains and conveys information, explains ideas and opinions, and persuades.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level I (Beginning)

### *BVSD World Languages Content Standards*

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level I student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level I student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level I student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level I student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level I student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Course Outline*

# Chinese I

**Course Description:**

Chinese I introduces students to Chinese-speaking cultures and the four basic language skills: listening, speaking, reading, and writing. The course emphasizes daily participation and regular demonstration of both oral and written proficiency in Mandarin.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

**Instructional Strategies:**

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative and Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening:* Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking:* Students speak for a variety of purposes and audiences.
  - 1.3 *Reading:* Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing:* Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

**Adjectives**

**Adverbs:**

- negative
- quantity

**Cognates**

**Measure Words**

**Nouns:**

- present tense

**Pinyin:**

- finals
- initials
- tones

**Key Concepts & Structures**

**Pronunciation:**

- basic pronunciation and intonation

**Pronouns:**

- demonstrative
- interrogative
- personal
- possessive

**Sentence Structure:**

- affirmative
- interrogative
- negative
- word order

**Verbs:**

- auxiliary

**Writing System:**

- basic radicals
- basic strokes
- stroke order

**Culture:**

- Students know and are able to ...
- observe and identify everyday cultural practices.
  - distinguish similarities and differences among cultures.
  - use culturally appropriate gestures and oral expressions.
  - listen to or read materials in the language from the cultures being studied.

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Student self-assessment:**

Based on the **Standards, Topics** and **Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening:* Can I understand Chinese when I hear it?
- 1.2 *Speaking:* Can I speak Chinese with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Chinese?
- 1.4 *Writing:* Can I write Chinese for different purposes?
- 2 *Culture:* Can I use my knowledge of Chinese speaking cultures?

**Alphabet:**

- Knowledge and use of the alphabet to understand and communicate spelling
- 📖 *Connecting Topics:* All Topics
- 🌐 *Culture:* Distinguishing characteristics of the writing system

**Classroom Objects:**

- Names, colors, size of classroom objects
- 📖 *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- 🌐 *Culture:* Personal supplies

**Clothing:**

- Different types of clothing
- Shopping
- Color and cost
- Appropriate times to wear certain clothes
- 📖 *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Clothing in the culture, folkloric costumes

**Colors:**

- Description of objects
- Preferences
- 📖 *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations
- 🌐 *Culture:* Color in the culture

**Daily Activities:**

- Students' daily activities
- Daily activities of others
- 📖 *Connecting Topics:* All Topics
- 🌐 *Culture:* Sports

**Days, Months, Dates & Time:**

- Names of the days of the week and the months of the year
- Dates of events, holidays, activities, and celebrations
- 📖 *Connecting Topics:* All Topics
- 🌐 *Culture:* Appropriate food and drink during certain seasons, holidays and occasions

## Chinese I

### Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Family:**

- Description of immediate family
- 📖 *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- 🌐 *Culture:* Importance of the family and family events

**Foods & Beverages:**

- Common foods and beverages
- Basic opinions
- Description
- 📖 *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

**Greetings, Farewells & Personal Information:**

- Types of greetings
- Exchange of appropriate personal information
- Types of farewells
- 📖 *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- 🌐 *Culture:* Appropriate gestures and forms of address used

**Numbers:**

- 0-100
- Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- 📖 *Connecting Topics:* All Topics
- 🌐 *Culture:* Currencies; exchange rates; Metric and English systems

**Places & Locations:**

- Common building names, e.g. library, museum, store, station
- Common geographic words, e.g. lake, mountain, park, state, country
- 📖 *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- 🌐 *Culture:* Visits to places and locations for business and pleasure

**Seasons & Weather:**

- Names of seasons
- Different kinds of weather
- 📖 *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- 🌐 *Culture:* Similarities and differences; holidays

## Chinese I Performance Indicators

Topic	Communicaton	Culture
Alphabet	<ul style="list-style-type: none"> <li>Uses the Chinese alphabet and marking system to pronounce, understand and spell words.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes the characteristics of the Chinese writing system.</li> </ul>
Classroom Objects	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.</li> </ul>	<ul style="list-style-type: none"> <li>Describes personal supplies used in the classroom.</li> </ul>
Clothing	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the influence of culture on clothing choices.</li> <li>Describes folkloric costumes.</li> </ul>
Colors	<ul style="list-style-type: none"> <li>Uses color to describe objects and present information regarding likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the use of color in the culture.</li> </ul>
Daily Activities	<ul style="list-style-type: none"> <li>Listens, speaks, reads, and writes about daily activities.</li> <li>Exchanges, interprets, and presents information related to the daily activities of other.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes typical leisure time activities in Chinese-speaking countries.</li> </ul>
Days, Months, Dates, and Time	<ul style="list-style-type: none"> <li>Interprets, speaks, reads and writes the names of the days of the week and the months of the year.</li> <li>Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Describes appropriate food and drink during certain seasons, holidays, and occasions.</li> </ul>
Family	<ul style="list-style-type: none"> <li>Exchanges information about the immediate family.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the importance of family and family events in a Chinese-speaking country.</li> </ul>

## Chinese I

### Performance Indicators (continued)

Topic	Communication	Culture
Food and Beverages	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common foods and beverages.</li> <li>• Describes food likes and dislikes.</li> <li>• Describes eating customs and food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies typical food items from Chinese-speaking cultures and special events in which they may be consumed.</li> <li>• Describes how to order and pay in restaurants.</li> </ul>
Greetings, Farewells, and Personal Information	<ul style="list-style-type: none"> <li>• Describes, interprets, and engages in a variety of greetings.</li> <li>• Exchanges personal information about self.</li> <li>• Describes, interprets, and engaging in a variety of farewells.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate cultural forms of address (formal and informal) and gestures.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the Metric and Celsius system.</li> <li>• Describes the currency system in Chinese-speaking countries and exchange rates.</li> </ul>
Places and Locations	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common building names including library, museum, store, and station.</li> <li>• Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical places for visits and locations for business in a Chinese-speaking country.</li> </ul>
Seasons and Weather	<ul style="list-style-type: none"> <li>• Names and describes the seasons in the context of weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares seasons and weather in Chinese-speaking cultures to one's own.</li> <li>• Describes holidays and their activities in each season.</li> </ul>

## Key Concepts and Structures

- Adjectives
- Nouns: present tense
- Basic pronunciation and intonation
- Adverbs: negative and quantity
- Pronouns: demonstrative, interrogative, personal, possessiv
- Sentence Structure: affirmative, interrogative, negative, word order
- Auxillary verbs
- Writing system: basic radical, basic strokes, stroke order
- Culture
- Cognates
- Measure words

# Chinese II

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purpose such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level II (Beginning)

### *BVSD World Languages Content Standards*

## New Century Graduate Standards for Second Language Acquisition

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level II student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Course Outline*

# Chinese II

### Course Description:

Chinese II furthers the study of grammar, vocabulary, and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

#### Adverbs:

- descriptive complements
- time
  - *cai*
  - *jiu*
  - *zai*

#### Auxiliaries:

- tense
  - *le*
  - *zhe*
  - *guo*

#### Conjunctions:

- time
- reason

### Key Concepts & Structures

#### Nouns:

- past tense
- future tense

#### Prepositions:

- *gei*
- *zai*

#### Sentence Structure:

- comparative
- dual subjects
- particle: *ba*
- pivotal
- superlative

#### Verbs:

- auxiliary
  - *dei*
  - *hui*
  - *keyi*
  - *neng*
  - *yao*
  - *xlang*
- serial

**Plus  
Expansion of  
Level I Key  
Concepts &  
Structures**

**Culture:** Students know and are able to ...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

### Student self-assessment:

Based on the **Standards, Topics, Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand Chinese when I hear it?
- 1.2 *Speaking*: Can I speak Chinese with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in Chinese?
- 1.4 *Writing*: Can I write Chinese for different purposes?
- 2 *Culture*: Can I use my knowledge of Chinese-speaking cultures?

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics ...

**Body Parts, Health**

**& Fitness:**

- Identification of body parts
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Medical care and diet

**Directions:**

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- 🌐 *Culture:* Metric system for travel and cooking; transportation alternatives

**Shopping:**

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

**Daily Routines:**

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**Chinese II**  
**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Description of People, Personalities & Nationalities:**

- Physical and personality attributes
- Fashion
- Professions
- Word formations when referring to nationalities
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

**Sports:**

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Popularity of sports; game rules

**Dining Out:**

- Table settings
- Table conversation
- Toasting
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

**Leisure Time:**

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences

**Travel & Transportation:**

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**School Schedule:**

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of Level I Topics and Key Concepts and Structures**

## Chinese II

### Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>• Identifies and presents information on basic body parts.</li> <li>• Interprets and presents information about state of health using common expressions.</li> <li>• Exchanges, interprets, and presents information on fitness activities and diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts cultural practices in areas of medical care and diet.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes cultural similarities and differences in personal routines.</li> </ul>
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> <li>• Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>• Exchanges, interprets, and describes information about fashion.</li> <li>• Exchanges, interprets, and describes information about professions.</li> <li>• Applies correct word formations when referring to nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in celebrations.</li> <li>• Explain the influence of culture on clothing and clothing in folkloric activities.</li> <li>• Identifies famous historical, literary, or artistic Chinese-speaking personalities.</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and describes table settings and table conversations.</li> <li>• Describes a toast in the context celebrations and appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal meal time expressions, and toasting in Chinese-speaking cultures.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>• Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>• Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>• Describes similarities and differences between Metric and English Systems and applies the vocabularies of both.</li> <li>• Exchanges, interprets and presents information using numbers 101-1000.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies transportation alternatives in Chinese-speaking cultures.</li> <li>• Describes travel and cooking using the metric system.</li> </ul>

## Chinese II

### Performance Indicators (continued)

Topic	Communication	Culture
Leisure Time	<ul style="list-style-type: none"> <li>• Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts leisure time activities in Chinese-speaking cultures to ones' own.</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information about course schedules including names and order of classes.</li> <li>• Provides information regarding personal preferences about courses.</li> <li>• Describes locations within the school building.</li> <li>• Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in schooling in Chinese-speaking cultures to ones' own.</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>• Describes types of stores and merchandise available in a Chinese- speaking country.</li> <li>• Presents personal preferences for style and design of clothing, food and beverages.</li> <li>• Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the influence of culture on fashion.</li> <li>• Describes seasonal availability of merchandise.</li> <li>• Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Chinese-speaking countries.</li> </ul>
Sports	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>• Presents information on personal preferences for sporting activities.</li> <li>• Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the organization of team sports including game rules in a Chinese-speaking country.</li> <li>• Compares the popularity of sport in Chinese-speaking countries and the U.S.</li> </ul>

## Chinese II

### Performance Indicators (continued)

Topic	Communication	Culture
Travel and Transportation	<ul style="list-style-type: none"> <li>• Describes local travel.</li> <li>• Describes locations using geographic names.</li> <li>• Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>• Follows oral and written directions to a specified location.</li> <li>• Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>• Exchanges, interprets, and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</li> </ul>

### Key Concepts and Structures

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Adverbs: descriptive and complements</li> <li>• Time adverbs: <i>cai, jiu, zai</i></li> <li>• Nouns: past tense and future tense</li> <li>• Sentence Structure: comparative, dual subjects, particle: <i>ba</i>, pivotal, superlative</li> </ul> | <ul style="list-style-type: none"> <li>• Auxillaries: tense: <i>le, zhe, guo</i></li> <li>• Prepositions: <i>gei, zai</i></li> <li>• Verbs: <i>dei, hui, keyi, neng, yao, xiang</i></li> <li>• Serial verbs</li> <li>• Conjunctions: time and reason</li> <li>• Culture</li> </ul> |
|---|--|

# French

# **French I**

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Levels I (Beginning)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level I student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level I student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level I student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level I student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level I student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

*BVSD World Languages  
Course Outline*

# French I

### Course Description:

French I introduces students to the specific foreign culture and to the four basic language skills: listening comprehension, speaking, reading and writing. Students acquire skills through oral repetition, dialogues, short compositions, dictations, reading, and written exercises.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

#### Adjectives:

- agreement
- placement
- possessive
- demonstrative
- interrogative

#### Adverbs:

- quantity

#### Articles:

- definite
- indefinite

#### Cognates

#### Culture:

Students know and are able to ...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

#### Idiomatic Expressions:

- *avoir*

#### Nouns:

- number
- gender

#### Pronouns:

- subject
- stress

#### Pronunciation:

- basic pronunciation and intonation

### Key Concepts & Structures

#### Prepositions and Contractions

#### Sentence Structure:

- affirmative
- negative
- interrogative
- infinitive construction

#### Verbs:

- present tense
  - regular
  - irregular
- infinitive construction
  - near future
  - recent past
- imperative

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts** listed here, students should ask themselves ...

- 1.1 *Listening*: Can I understand French when I hear it?
- 1.2 *Speaking*: Can I speak French with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in French?
- 1.4 *Writing*: Can I write French for different purposes?
- 2 *Culture*: Can I use my knowledge of French-speaking cultures?

**Alphabet:**

- Knowledge and use of the alphabet to understand and communicate spelling
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Distinguishing characteristics of the writing system

**Days, Months, Dates & Time:**

- Names of the days of the week and the months of the year
- Dates of events, holidays, activities, and celebrations
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Appropriate food and drink during certain seasons, holidays and occasions

**Greetings, Farewells & Personal Information:**

- Types of greetings
- Exchange of appropriate personal information
- Types of farewells
- ↳ *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- 🌐 *Culture:* Appropriate gestures and forms of address used

**Classroom Objects:**

- Names, colors, size of classroom objects
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- 🌐 *Culture:* Personal supplies

## French I Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to demonstrate proficiency and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Numbers:**

- 0-100
- Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Currencies; exchange rates; Metric and English systems

**Clothing:**

- Different types of clothing
- Shopping
- Color and cost
- Appropriate times to wear certain clothes
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Clothing in the culture, folkloric costumes

**Places & Locations:**

- Common building names, e.g. library, museum, store, station
- Common geographic words, e.g. lake, mountain, park, state, country
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- 🌐 *Culture:* Visits to places and locations for business and pleasure

**Colors:**

- Description of objects
- Preferences
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations
- 🌐 *Culture:* Color in the culture

**Family:**

- Description of immediate family
- ↳ *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- 🌐 *Culture:* Importance of the family and family events

**Foods & Beverages:**

- Common foods and beverages
- Basic opinions
- Description
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

**Seasons & Weather:**

- Names of seasons
- Different kinds of weather
- ↳ *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- 🌐 *Culture:* Similarities and differences; holidays

**Daily Activities:**

- Students' daily activities
- Daily activities of others
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Sports

## French I Performance Indicators

Topic	Communication	Culture
Alphabet	<ul style="list-style-type: none"> <li>• Uses the French alphabet and marking system to pronounce, understand and spell words.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes the characteristics of the French writing system.</li> </ul>
Classroom Objects	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes personal supplies used in the classroom.</li> </ul>
Clothing	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the influence of culture on clothing choices.</li> <li>• Describes folkloric costumes.</li> </ul>
Colors	<ul style="list-style-type: none"> <li>• Uses color to describe objects and present information regarding likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the use of color in the culture.</li> </ul>
Daily Activities	<ul style="list-style-type: none"> <li>• Listens, speaks, reads, and writes about daily activities.</li> <li>• Exchanges, interprets, and presents information related to the daily activities of other.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical leisure time activities in French-speaking countries.</li> </ul>
Days, Months, Dates, and Time	<ul style="list-style-type: none"> <li>• Interprets, speaks, reads and writes the names of the days of the week and the months of the year.</li> <li>• Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate food and drink during certain seasons, holidays, and occasions.</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Exchanges information about the immediate family</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of family and family events in a French-speaking country.</li> </ul>

## French I

### Performance Indicators (continued)

Topic	Communication	Culture
Food and Beverages	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common foods and beverages.</li> <li>• Describes food likes and dislikes.</li> <li>• Describes eating customs and food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies typical food items from French-speaking cultures and special events in which they may be consumed.</li> <li>• Describes how to order and pay in restaurants.</li> </ul>
Greetings, Farewells, and Personal Information	<ul style="list-style-type: none"> <li>• Describes, interprets, and engages in a variety of greetings.</li> <li>• Exchanges personal information about self.</li> <li>• Describes, interprets, and engaging in a variety of farewells.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate cultural forms of address (formal and informal) and gestures.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the Metric and English system.</li> <li>• Describes the currency system in French-speaking countries and exchange rates.</li> </ul>
Places and Locations	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common building names including library, museum, store, and station.</li> <li>• Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical places for visits and locations for business in a French-speaking country.</li> </ul>
Seasons and Weather	<ul style="list-style-type: none"> <li>• Names and describes the seasons in the context of weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares seasons and weather in French-speaking cultures to one's own.</li> <li>• Describes holidays and their activities in each season.</li> </ul>

## Key Concepts and Structures

- Idiomatic Expressions: *avoir*
- Adverbs of quantity
- Number and gender in nouns
- Basic pronunciation and intonation
- Culture
- Imperative verbs
- Definite and indefinite articles
- Affirmative, negative, interrogative, and infinitive construction in sentence structure
- Regular and irregular verbs in present tense
- Near future and recent past infinitive construction verbs
- Adjectives; agreement, placement, possessive, demonstrative interrogative of adjectives

# French II

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level II (Beginning)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

## BVSD World Languages Content Standards

### New Century Graduate Standards for Second Language Acquisition

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level II student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

*BVSD World Languages Course Outline*

# French II

### Course Description:

French II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Adjectives:

- comparative
- superlative

### Pronouns:

- direct object
- indirect object

### Time Expressions:

- *il y a*
- *depuis*
- *pendant*

### Articles:

- partitive

### Pronunciation:

- sound discrimination

### Sentence Structure:

- affirmative
- negative
- interrogative with inversion
- infinitive constructions

### Idiomatic Expressions:

- *avoir, être, faire*

## Key Concepts & Structures

### Nouns:

- irregular plurals

### Verbs:

- *passé composé*
- *imparfait*
- *pronominal*

### Culture:

- Students know and are able to ...
- observe and identify everyday cultural practices.
  - distinguish similarities and differences among cultures.
  - use culturally appropriate gestures and oral expressions.
  - listen to or read materials in the language from the cultures being studied.

### Plus Expansion of Level I Key Concepts and Structures

### Student self-assessment:

Based on the **Standards**, **Topics** and **Key Concepts & Structures** listed here, students should ask themselves ...

- 1.1 *Listening*: Can I understand French when I hear it?
- 1.2 *Speaking*: Can I speak French with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in French?
- 1.4 *Writing*: Can I write French for different purposes?
- 2 *Culture*: Can I use my knowledge of French-speaking cultures?

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Level II Topics:

1. Body Parts, Health and Fitness
2. Daily Routines
3. Description of People, Personalities and Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics ...

### Body Parts, Health & Fitness:

- Identification of body parts
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Medical care and diet

### Daily Routines:

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

### Description of People, Personalities & Nationalities:

- Physical and personality attributes
- Fashion
- Professions
- Word formations when referring to nationalities
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

### Dining Out:

- Table settings
- Table conversation
- Toasting
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

### Directions:

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- 🌐 *Culture:* Metric system for travel and cooking; transportation alternatives

## French II Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

### Leisure Time:

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences

### School Schedule:

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Similarities and differences

### Shopping:

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

### Sports:

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Popularity of sports; game rules

### Travel & Transportation:

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of Level I  
Topics and Key Concepts**

## French II Performance Indicators

Topic	Communication	Culture
Body Parts, and Health	<ul style="list-style-type: none"> <li>Identifies and presents information on basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Exchanges, interprets, and presents information on fitness activities and diet.</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts cultural practices in areas of medical care and diet.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about personal hygiene and habits</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in personal routines.</li> </ul>
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions.</li> <li>Applies correct word formations when referring to nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in celebrations.</li> <li>Explains the influence of culture on clothing and clothing in folkloric activities.</li> <li>Identifies famous historical, literary, or artistic French-speaking personalities.</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Exchanges, interprets, and describes table settings and table conversations.</li> <li>Describes a toast in the context celebrations and appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in French-speaking cultures.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>Describes similarities and differences between Metric and English Systems and applies the vocabularies of both.</li> <li>Exchanges, interprets and presents information using numbers 101-1000.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies transportation alternatives in French-speaking cultures.</li> <li>Describes travel and cooking using the metric system.</li> </ul>

## French II

### Performance Indicators (continued)

Topic	Communication	Culture
Leisure Time	<ul style="list-style-type: none"> <li>Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts leisure time activities in French-speaking cultures to ones' own.</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>Exchanges, interprets and presents information about course schedules including names and order of classes.</li> <li>Provides information regarding personal preferences about courses.</li> <li>Describes locations within the school building.</li> <li>Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in schooling in French-speaking cultures and ones' own.</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>Describes types of stores and merchandise available in a French- speaking country.</li> <li>Presents personal preferences for style and design of clothing, food and beverages.</li> <li>Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the influence of culture on fashion.</li> <li>Describes seasonal availability of merchandise.</li> <li>Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in French-speaking countries.</li> </ul>
Sports	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>Presents information on personal preferences for sporting activities.</li> <li>Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the organization of team sports including game rules in a French-speaking country.</li> <li>Compares the popularity of sport in French-speaking countries and the U.S.</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>Describes local travel.</li> <li>Describes locations using geographic names.</li> <li>Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>Follows oral and written directions to a specified location.</li> <li>Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>Exchanges, interprets, and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</li> </ul>

## Key Concepts and Structures

- Adjectives: comparative and superlative
- Irregular plural nouns
- Time Expressions: *il y a, depuis, pendant*
- Direct and indirect object pronouns
- Partitive articles
- Idiomatic expressions with *être, avoir, and faire*
- Verbs: “*passé-composé*” imparfait, pronominal
- Sentence Structure: affirmative, negative, interrogative with inversion, and infinitive constructions
- Demonstrative and possessive adjectives
- Demonstrative and possessive pronouns
- Sound discrimination in pronunciation
- Culture

# French III

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level III (Intermediate)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level III student:

- √ identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics.
- √ obtains meaning from simple conversations.
- √ identifies the main idea or specific information from a variety of sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level III student:

- √ applies learned basic pronunciation and intonation patterns.
- √ describes and narrates using learned vocabulary.
- √ expresses and supports personal opinions
- √ maintains brief conversations on familiar topics.
- √ asks and answers questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level III student:

- √ discusses and writes about components of the social patterns being studied.
- √ uses culturally appropriate language and gestures to interact with peers and adults
- √ writes in a culturally appropriate manner in learned situations.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level III student:

- √ identifies and restates main ideas of reading selections based on familiar vocabulary.
- √ infers meaning of unfamiliar words and phrases from context.
- √ responds to reading selections.
- √ analyzes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level III student:

- √ uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions.
- √ writes to obtain and report information using expanded vocabulary and grammatical structures.
- √ develops and organizes ideas by planning, drafting, proofreading and editing their own work and that of others.

*BVSD World Languages  
Course Outline*

# French III

## Course Description:

French III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skill in reading comprehension, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

## Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

## Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

## Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

## Adjectives:

- comparative
- superlative
- position
- forms

## Articles:

- partitive

## Culture:

Students know and are able to:

- discuss and write about components of the social patterns being studied.
- use culturally appropriate language and gestures to interact with peers and adults.
- write in a culturally appropriate manner in learned situations.

## Idiomatic Expressions

### Prepositions

### Pronouns:

- double object

### Pronunciation:

- sound discrimination

## Key Concepts & Structures

## Plus Expansion of Levels II and I Key Concepts

## Verbs:

- indicative mood
  - present perfect (*passé composé*)
  - imperfect (*imparfait*)
  - future (*futur simple*)
  - literary present perfect (*passé simple*)
- present conditional mood
- present subjunctive mood
- imperative mood
- past participle mood
  - agreement of past participles

## Sentence Structure:

- negatives
- interrogatives
- *si* and *quand* clauses

## Student self-assessment:

Based on the **Standards**, **Topics** and **Key Concepts & Structures** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand French when I hear it?
- 1.2 *Speaking*: Can I speak French with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in French?
- 1.4 *Writing*: Can I write French for different purposes?
- 2 *Culture*: Can I use my knowledge of French-speaking cultures?

## Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

## Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

## Level III Topics:

1. Arts & Entertainment
2. Ecology
3. European Union
4. French-Speaking World
5. House & Home
6. Literature
7. Media & Technology
8. Vacations
9. Weather
10. Plus Expansion of Levels II and I Topics ...

**Arts & Entertainment:**

- Fashion
- Media
- Music
- ↳ *Connecting Topics:* Literature; Media & Technology
- 🌐 *Culture:* Famous people and trends in Art and Entertainment in the French-speaking world

**House & Home:**

- Chores and household tools
- Cooking
- Daily routines
- Grocery shopping
- Leisure activities
- ↳ *Connecting Topics:* French-Speaking World; Media & Technology; Vacations
- 🌐 *Culture:* Customs related to extra-curricular activities and sports; manners; meal-time expressions; traditions

**Media & Technology:**

- Traditional print media, e.g. magazines and newspapers
- Traditional audio and visual media, e.g. cinema, television, radio
- Contemporary electronic media, e.g. computers, Internet, podcasts
- ↳ *Connecting Topics:* Arts & Entertainment; French-Speaking World; House & Home; Vacations; Weather
- 🌐 *Culture:* Media access to world events

**Ecology:**

- The animal, mineral and human worlds
- The environment
- ↳ *Connecting Topics:* French-Speaking World, Literature, Vacations, Weather
- 🌐 *Culture:* Environmentalism; human and animal concerns

## French Level III Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Vacations:**

- Itineraries and reservations
- ↳ *Connecting Topics:* Ecology; French-Speaking World; House & Home; Media & Technology; Weather
- 🌐 *Culture:* Customs related to travel and lodging; seasonal vacation time and destinations

**European Union:**

- Origins of the Union and its members
- Governance and Parliament
- ↳ *Connecting Topics:* French-Speaking World
- 🌐 *Culture:* Impact on France

**Weather:**

- Extreme weather expressions
- ↳ *Connecting Topics:* Ecology; French-Speaking World; Media & Technology; Vacations
- 🌐 *Culture:* Similarities and differences

**French-Speaking World:**

- Geography
- History
- Introduction to political and social terminology
- Current events and social issues
- Reading/listening/analyzing/discussing a variety of articles in the media
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences in global perspectives

**Literature:**

- Introduction to literary terminology
- Reading/analyzing/discussing various genres of literature
- Abridged and unabridged selections
- *Connecting Topics:* Arts & Entertainment; French-Speaking World
- 🌐 *Culture:* Authors, traditions

## Plus Expansion of Levels II and I Topics and Key Concepts

## French III

### Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	<ul style="list-style-type: none"> <li>Views, interprets, discusses, and critiques fashion, media (including film, art, theatre, television broadcasts, radio), and music.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies famous personalities and trends in Arts and Entertainment in the French-speaking world.</li> </ul>
Ecology	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about the animal, mineral, and human worlds.</li> <li>Exchanges, interprets, and presents information and opinions about the importance of the environment and the impact of personal ecological routines.</li> </ul>	<ul style="list-style-type: none"> <li>Describes environmental practices in a French-speaking country.</li> <li>Describes human and animals concerns in a French –speaking country.</li> </ul>
European Union	<ul style="list-style-type: none"> <li>Analyzes the origins of the European Union and its members.</li> <li>Explains the governance of France including the role of Parliament.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the social, political, and economic impact of government on French culture.</li> </ul>
French-Speaking World	<ul style="list-style-type: none"> <li>Describes the geography of French speaking countries.</li> <li>Analyzes the history of France.</li> <li>Exchanges, interprets, and presents information using political and social terminology.</li> <li>Reads, listens, analyzes, and discusses social and political issues using a variety of articles from French-language media sources including magazines, literature, film and the Internet to acquire authentic information.</li> </ul>	<ul style="list-style-type: none"> <li>Examines similarities and differences in global perspectives</li> </ul>
House and Home	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about chores and household tools.</li> <li>Identifies, interprets, and exchanges information about cooking in French households.</li> <li>Describes daily routines and explains what they indicate about the French-speaking culture.</li> <li>Describes grocery shopping in French-speaking cultures.</li> <li>Exchanges, interprets, and presents information about leisure activities.</li> </ul>	<ul style="list-style-type: none"> <li>Describes customs related to extra-curricular activities and sports.</li> <li>Describes manners in French-speaking cultures.</li> <li>Describes meal-time expressions.</li> <li>Describes traditions in French-speaking countries.</li> </ul>

## French III

### Performance Indicators (continued)

Topic	Communication	Culture
Literature	<ul style="list-style-type: none"> <li>• Describes interpret, and presents information using literary terminology.</li> <li>• Reads, analyzes, and discusses various genres of literature.</li> <li>• Reads, analyzes, discusses, and critically analyzes a variety of literary selections from abridged and unabridged selections.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies famous authors and traditions.</li> </ul>
Media and Technology	<ul style="list-style-type: none"> <li>• Views, reads, listens, discusses, and critiques traditional print media including magazines and newspapers.</li> <li>• Views, reads, listens, discusses, and critiques traditional audio and visual media including cinema, television, and radio.</li> <li>• Views, reads, listens, discusses, and critiques from contemporary electronic media including computers, Internet, and podcasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts cultural practices in media access to world events.</li> </ul>
Vacation	<ul style="list-style-type: none"> <li>• Creates an itinerary and makes reservations for future travel experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes travel and lodging practices in a French-speaking country.</li> <li>• Describes seasonal vacation times and destinations.</li> <li>• Exchanges, interprets, and presents information using extreme weather expressions.</li> </ul>
Weather	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using extreme weather expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in weather expressions.</li> </ul>

## Key Concepts and Structures

- Adjectives: comparative, superlative, position and form
- Double object pronouns
- Indicative mood: *passé composé*, *imparfait*, *future simple*, *passé simple*
- Presents conditional mood
- Presents subjunctive mood
- Imperative mood
- Past participle mood: agreement
- Partitive articles
- Idiomatic expression
- Verbs: “*passé-composé*” *imparfait*, pronominal
- Sentence Structure: negative, interrogative *si* and *quand* clauses
- Prepositions
- Culture

# **French IV**

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level IV (Advanced)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level IV student:

- √ derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings.
- √ obtains and processes information by selecting, categorizing and analyzing from these sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level IV student:

- √ applies pronunciation and intonation patterns at a normal rate of speech.
- √ makes predictions, analyzes, draws conclusions, and expresses facts and opinions.
- √ defines points of view.
- √ summarizes and paraphrases.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level IV student:

- √ analyzes aspects of the cultures being studied, such as social and political institutions and laws.
- √ functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- √ researches a topic of interest using sources from the cultures being studied.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level IV student:

- √ analyzes and synthesizes reading materials.
- √ recognizes the author's point of view and purpose.
- √ expresses personal reactions to reading materials.
- √ interprets cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level IV student:

- √ analyzes and draws conclusions.
- √ incorporates information from selected language resource materials in their writing.
- √ selects and expresses ideas and opinions on topics from various content areas.
- √ uses specialized vocabulary and more advanced grammatical structures.

## BVSD World Languages Course Outline

# French IV

### Course Description:

French IV is taught exclusively in French. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Clauses:

- *quand*
- *si*

## Key Concepts & Structures

### Pronouns:

- advanced study

## Plus expansion of Levels III, II & I Key Concepts

### Verbs:

- compound tenses
  - *plus-que-parfait*
  - *passé du subjonctif*
  - *conditionnel passé*
- past infinitive
- present participle
- with prepositions
  - *à*
  - *de*

### Culture:

Students know and are able to ...

- analyze aspects of the cultures being studied such as social and political institutions and laws.
- function in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- research a topic of interest using sources from the cultures being studied.

### Level IV Topics:

1. Arts
2. History
3. Literary Analysis
4. Plus Expansion of Levels III, II and I Topics ...

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand French when I hear it?
- 1.2 *Speaking*: Can I speak French with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in French?
- 1.4 *Writing*: Can I write French for different purposes?
- 2 *Culture*: Can I use my knowledge of French-speaking cultures?

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

### Level III Topics:

1. Arts & Entertainment
2. Ecology
3. European Union
4. French-Speaking World
5. House & Home
6. Literature
7. Media & Technology
8. Vacations
9. Weather

**Arts:**

- Arts terminology
- Fine arts
- Visual arts
- Reading/listening/analyzing/discussing

↔ *Connecting Topics: All Topics*

🌐 *Culture: Art as a reflection of diverse French-speaking cultures*

**Literary Analysis:**

- Literary terminology
- Literary texts from the French-speaking world
- Abridged and unabridged texts, *e.g.* novels, plays, short stories
- Reading/listening/analyzing/discussing

↔ *Connecting Topics: All Topics*

🌐 *Culture: Literature as a reflection of the French-speaking world*

## French IV Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**History:**

- Political and social terminology
- French history
- French colonialism and its effects
- Reading/listening/analyzing/discussing

↔ *Connecting Topics: All Topics*

🌐 *Culture: The evolution of French culture and its various influences on the French-speaking world*

**Plus Expansion of  
Levels III, II and I  
Topics and Key Concepts**

## French IV Performance Indicators

Topic	Communication	Culture
Arts	<ul style="list-style-type: none"> <li>• Interprets and presents information using arts terminology.</li> <li>• Views, reads, listens, discusses, and critically analyzes the fine arts including popular and classical music, theatre, dance, and film.</li> <li>• Views, reads, listens, discusses, and critically analyzes the visual arts including sculpture, paintings, and architecture.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how art is a reflection of the French culture, past and present.</li> </ul>
Literary Analysis	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using literary terminology.</li> <li>• Reads, views, listens, discusses, and critically analyzes literary texts from the French-speaking world.</li> <li>• Reads, views, listens, discusses, and critically analyzes abridged and unabridged texts including novels, plays, and short stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes various French-speaking authors, past and presents, and how their literary works reflect perspectives of and contributions to French-speaking culture.</li> </ul>
	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using political and social terminology.</li> <li>• Analyzes the history of French and its impact on the social, political and economic issues and events.</li> <li>• Analyzes the impact of French colonialism and its past and present influence on the world.</li> <li>• Reads, identifies, and analyzes past and current significant societal, economic, and political issues particular to French-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the evolution of French cultures and its various influences on the French-speaking world</li> </ul>

### Key Concepts and Structures

- Clauses: *si* and *quand*
- Advanced study of pronouns
- Compound tenses of verbs: *plus-que-parfait*, *passé du subjonctif*, *conditionnel passé*,
- Past infinitive
- Presents participle
- Verbs with prepositions *à*, *de*

# German

# German I

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tell stories, obtains and conveys information, explains concepts and procedures, and persuade.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level I (Beginning)

### *BVSD World Languages Content Standards*

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level I student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level I student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level I student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level I student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level I student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages  
Course Outline*

# German I

### Course Description:

German I introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skill required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Adjectives:

- placement

### Idiomatic

### Expressions

### Pronouns:

- subject

### Case:

- nominative
- accusative

### Key Concepts & Structures

### Pronunciation:

- basic pronunciation and intonation

### Nouns & De nite

### Articles:

- number
- gender

### Verbs:

- present tense
  - regular
  - irregular
  - stem changing

### Sentence Structure:

- word order
- statements
- questions
- negatives

### Culture:

Students know and are able to ...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

### Student self-assessment:

Based on the **Standards**, **Topics** and **Key Concepts & Structures** listed here, students should ask themselves ...

- 1.1 *Listening*: Can I understand German when I hear it?
- 1.2 *Speaking*: Can I speak German with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in German?
- 1.4 *Writing*: Can I write German for different purposes?
- 2 *Culture*: Can I use my knowledge of German-speaking cultures?

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates and Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Alphabet:**

- Knowledge and use of the alphabet to understand and communicate spelling
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Distinguishing characteristics of the writing system

**Classroom Objects:**

- Names, colors, size of classroom objects
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- 🌐 *Culture:* Personal supplies

**Clothing:**

- Different types of clothing
- Shopping
- Color and cost
- Appropriate times to wear certain clothes
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Clothing in the culture, folkloric costumes

**Colors:**

- Description of objects
- Preferences
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations
- 🌐 *Culture:* Color in the culture

**Daily Activities:**

- Students' daily activities
- Daily activities of others
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Sports

**Days, Months, Dates & Time:**

- Names of the days of the week and the months of the year
- Dates of events, holidays, activities, and celebrations
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Appropriate food and drink during certain seasons, holidays and occasions

## German I Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Family:**

- Description of immediate family
- ↳ *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- 🌐 *Culture:* Importance of the family and family events

**Foods & Beverages:**

- Common foods and beverages
- Basic opinions
- Description
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

**Greetings, Farewells & Personal Information:**

- Types of greetings
- Exchange of appropriate personal information
- Types of farewells
- ↳ *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- 🌐 *Culture:* Appropriate gestures and forms of address used

**Numbers:**

- 0-100
- Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Currencies; exchange rates; Metric and English systems

**Places & Locations:**

- Common building names, e.g. library, museum, store, station
- Common geographic words, e.g. lake, mountain, park, state, country
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- 🌐 *Culture:* Visits to places and locations for business and pleasure

**Seasons & Weather:**

- Names of seasons
- Different kinds of weather
- ↳ *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- 🌐 *Culture:* Similarities and differences; holidays

## German I Performance Indicators

Topic	Communication	Culture
Alphabet	<ul style="list-style-type: none"> <li>• Uses the German alphabet and marking system to pronounce, understand and spell words.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes the characteristics of the German writing system.</li> </ul>
Classroom Objects	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes personal supplies used in the classroom.</li> </ul>
Clothing	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the influence of culture on clothing choices.</li> <li>• Describes folkloric costumes</li> </ul>
Colors	<ul style="list-style-type: none"> <li>• Uses color to describe objects and present information regarding likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the use of color in the culture.</li> </ul>
Daily Activities	<ul style="list-style-type: none"> <li>• Listens, speaks, reads, and writes about daily activities.</li> <li>• Exchanges, interprets, and presents information related to the daily activities of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical leisure time activities in German-speaking countries.</li> </ul>
Days, Months, Dates, and Time	<ul style="list-style-type: none"> <li>• Interprets, speaks, reads and writes the names of the days of the week and the months of the year.</li> <li>• Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate food and drink during certain seasons, holidays, and occasions.</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Exchanges information about the immediate family</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of family and family events in a German-speaking country.</li> </ul>
Food and Beverages	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common foods and beverages.</li> <li>• Describes food likes and dislikes.</li> <li>• Describes eating customs and food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies typical food items from German-speaking cultures and special events in which they may be consumed.</li> <li>• Describes how to order and pay in restaurants.</li> </ul>
Greetings, Farewells, and Personal Information	<ul style="list-style-type: none"> <li>• Describes, interprets, and engages in a variety of greetings.</li> <li>• Exchanges personal information about self.</li> <li>• Describes, interprets, and engaging in a variety of farewells.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate cultural forms of address (formal and informal) and gestures.</li> </ul>

## German I

### Performance Indicators (continued)

Topic	Communication	Culture
Numbers	<ul style="list-style-type: none"> <li>Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the Metric and English system.</li> <li>Describes the currency system in German-speaking countries and exchange rates.</li> </ul>
Places and Locations	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about common building names including library, museum, store, and station.</li> <li>Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes typical places for visits and locations for business in a German-speaking country.</li> </ul>
Seasons and Weather	<ul style="list-style-type: none"> <li>Names and describes the seasons in the context of weather</li> </ul>	<ul style="list-style-type: none"> <li>Compares seasons and weather in German-speaking cultures to one's own.</li> <li>Describes holidays and their activities in each season.</li> </ul>

### Key Concepts and Structures

- Adjectives: placement
- Idiomatic expressions
- Pronouns: subject
- Basic pronunciation and intonation
- Nouns and definite articles: number and gender
- Nominative and accusative case
- Present tense verbs: regular, irregular, and stem changing
- Sentence Structure: word order, statements, questions, and negatives

# German II

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student will ...
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student will ...
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student will ...
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student will ...
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student will ...
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level II (Beginning)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

## BVSD World Languages Content Standards

### New Century Graduate Standards for Second Language Acquisition

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level II student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

*BVSD World Languages Course Outline*

# German II

**Course Description:**

German II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening:* Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking:* Students speak for a variety of purposes and audiences.
  - 1.3 *Reading:* Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing:* Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

**Adjectives:**

- possessive
- comparative

**Prepositions:**

- accusative case

**Sentence Structure:**

- affirmative
- negative
- interrogative with inversion
- infinitive constructions

**Idiomatic Expressions**

**Pronouns:**

- direct object

**Nouns and Deinite**

**Articles:**

- possessive
- agreement

**Pronunciation:**

- sound discrimination

**Plus Expansion of Level I Key Concepts**

**Key Concepts & Structures**

**Culture:**

- Students know and are able to ...
- observe and identify everyday cultural practices.
  - distinguish similarities and differences among cultures.
  - use culturally appropriate gestures and oral expressions.
  - listen to or read materials in the language from the cultures being studied.

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves ...

- 1.1 *Listening:* Can I understand German when I hear it?
- 1.2 *Speaking:* Can I speak German with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in German?
- 1.4 *Writing:* Can I write German for different purposes?
- 2 *Culture:* Can I use my knowledge of German-speaking cultures?

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Level II Topics:**

1. Body Parts, Health, & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics ...

**Body Parts, Health****& Fitness:**

- Identification of body parts
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Medical care and diet

**Directions:**

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- 🌐 *Culture:* Metric system for travel and cooking; transportation alternatives

**Shopping:**

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

**Daily Routines:**

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

## German II Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Description of People, Personalities & Nationalities:**

- Physical and personality attributes
- Fashion
- Professions
- Word formations when referring to nationalities
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

**Sports:**

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Popularity of sports; game rules

**Dining Out:**

- Table settings
- Table conversation
- Toasting
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

**Leisure Time:**

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences

**Travel & Transportation:**

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**School Schedule:**

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of Level I  
Topics and Key Concepts**

## German II Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>Identifies and presents information on basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Exchanges, interprets, and presents information on fitness activities and diet</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts cultural practices in areas of medical care and diet.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in personal routines.</li> </ul>
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions.</li> <li>Applies correct word formations when referring to nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in celebrations.</li> <li>Explain the influence of culture on clothing and clothing in folkloric activities.</li> <li>Identifies famous historical, literary, or artistic German-speaking personalities.</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Exchanges, interprets, and describes table settings and table conversations.</li> <li>Describes a toast in the context celebrations and appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in German-speaking cultures.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>Describes similarities and differences between Metric and English Systems and applies the vocabularies of both.</li> <li>Exchanges, interprets and presents information using numbers 101-1000.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies transportation alternatives in German-speaking cultures.</li> <li>Describes travel and cooking using the metric system.</li> </ul>

## German II

### Performance Indicators (continued)

Topic	Communication	Culture
Leisure Time	<ul style="list-style-type: none"> <li>Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts leisure time activities in German-speaking cultures to ones' own.</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>Exchanges, interprets and presents information about course schedules including names and order of classes.</li> <li>Provides information regarding personal preferences about courses.</li> <li>Describes locations within the school building.</li> <li>Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in schooling in German-speaking cultures and ones' own</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>Describes types of stores and merchandise available in a German- speaking country.</li> <li>Presents personal preferences for style and design of clothing, food and beverages.</li> <li>Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the influence of culture on fashion.</li> <li>Describes seasonal availability of merchandise.</li> <li>Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in German-speaking countries.</li> </ul>
Sports	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>Presents information on personal preferences for sporting activities.</li> <li>Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the organization of team sports including game rules in a German-speaking country.</li> <li>Compares the popularity of sport in German-speaking countries and the U.S.</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>Describes local travel.</li> <li>Describes locations using geographic names.</li> <li>Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>Follows oral and written directions to a specified location.</li> <li>Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>Exchanges, interprets, and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</li> </ul>

## Key Concepts and Structures

- Adjectives: comparative and possessive
- Prepositions: accusative case
- Sound and discrimination in pronunciation
- Idiomatic expressions
- Pronouns: direct object
- Nouns and definite articles: possessive and agreement
- Sentence structure: affirmative, negative interrogative with inversion, and infinitive constructions

# German III

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level III (Intermediate)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level III student:

- √ identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics.
- √ obtains meaning from simple conversations.
- √ identifies the main idea or specific information from a variety of sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level III student:

- √ applies learned basic pronunciation and intonation patterns.
- √ describes and narrates using learned vocabulary.
- √ expresses and supports personal opinions
- √ maintains brief conversations on familiar topics.
- √ asks and answers questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level III student:

- √ discusses and writes about components of the social patterns being studied.
- √ uses culturally appropriate language and gestures to interact with peers and adults
- √ writes in a culturally appropriate manner in learned situations.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level III student:

- √ identifies and restates main ideas of reading selections based on familiar vocabulary.
- √ infers meaning of unfamiliar words and phrases from context.
- √ responds to reading selections.
- √ analyzes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level III student:

- √ uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions.
- √ writes to obtain and report information using expanded vocabulary and grammatical structures.
- √ develops and organizes ideas by planning, drafting, proofreading and editing their own work and that of others.

*BVSD World Languages Course Outline*

# German III

### Course Description:

German III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises when applicable. Students will read one unabridged work.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Adjectives:

- case endings

### Prepositions:

- dative case
- two way

### Sentence Structure:

- subordinating conjunctions
- coordinating conjunctions
- relative clauses

### Case:

- dative
- genitive

## Key Concepts & Structures

### Verbs:

- passive voice
- present subjunctive
- reflexive
- written past

### Idiomatic Expressions

### Pronouns:

- indefinite object
- reflexive

### Pronunciation:

- sound discrimination

### Plus Expansion of Levels I and II Key Concepts

### Culture:

Students know and are able to:

- discuss and write about components of the social patterns being studied.
- use culturally appropriate language and gestures to interact with peers and adults.
- write in a culturally appropriate manner in learned situations

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand German when I hear it?
- 1.2 *Speaking*: Can I speak German with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in German?
- 1.4 *Writing*: Can I write German for different purposes?
- 2 *Culture*: Can I use my knowledge of German speaking cultures?

### Level III Topics:

1. Arts & Entertainment
2. Careers
3. Current Events & Social Issues in the German-Speaking World
4. Education
5. History of German-Speaking Countries
6. House & Home
7. Literature
8. Media & Technology
9. Vacations
10. Plus Expansion of Levels II and I Topics ...

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates and Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

**Arts & Entertainment:**

- Introduction to terminology related to the art and entertainment world
- Arts, dance, music, theatre and cinema
- Viewing/reading/listening
- ↳ *Connecting Topics:* Careers; Current Events & Social Issues in the German-Speaking World; Literature; Media & Technology; Vacations
- 🌐 *Culture:* Famous people; public services; similarities and differences

**Careers:**

- Professions and jobs
- Education and training
- Tools of the trade
- ↳ *Connecting Topics:* Arts & Entertainment; Education; Media & Technology; Vacations
- 🌐 *Culture:* Educational systems, benefits of multi-lingualism

**Current Events & Social Issues in the German-Speaking World:**

- Reading/listening/discussing
- Introduction to social and political terminology
- Varieties of media
- ↳ *Connecting Topics:* Arts & Entertainment; History of German-Speaking Countries; Literature; Media & Technology
- 🌐 *Culture:* Human connections among people at all levels

**Education:**

- Types and names of secondary and post-secondary schools
- School routines
- ↳ *Connecting Topics:* Careers; House & Home; Media & Technology; Vacations
- 🌐 *Culture:* Similarities and differences

**History of German-Speaking Countries:**

- Introduction of appropriate terminology
- Geographical and historical terminology
- Geographical and historical facts
- Readings and discussions
- ↳ *Connecting Topics:* Current Events & Social Issues in the German-Speaking World; Literature
- 🌐 *Culture:* Similarities and differences in global perspectives

**German III  
Learning Experiences &  
Performance Indicators**

Using the four skills of listening, speaking, reading and writing, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the culture.

**House & Home:**

- Rooms and furnishings
- Household chores
- Household implements
- ↳ *Connecting Topics:* Education; Media & Technology; Vacations
- 🌐 *Culture:* Similarities and differences of houses and home life; meal-time expressions

**Literature:**

- Introduction to literary terminology
- Reading/analyzing/discussing various literary genres
- ↳ *Connecting Topics:* Arts & Entertainment; Current Events & Social Issues; History of German-Speaking Countries
- 🌐 *Culture:* Literature as a reflection of the German-speaking world

**Media & Technology:**

- Introduction of media terminology
- Reading/listening/analyzing/discussing articles using various modes of communication
- ↳ *Connecting Topics:* Arts & Entertainment; Careers; Current Events & Social Issues in the German-Speaking World; Education; House & Home
- 🌐 *Culture:* Multilingualism; world-wide influence

**Vacations:**

- Personal and holiday celebrations
- Researching and planning itineraries
- Making reservations
- Investigating public services
- Personal modes of transportation
- ↳ *Connecting Topics:* Arts & Entertainment; Careers; Education; House & Home,
- 🌐 *Culture:* Similarities and differences in vacationing and public services

**Plus Expansion of  
Levels II and I  
Topics and Key Concepts**

## German III Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	<ul style="list-style-type: none"> <li>• Applies terminology related to the art and entertainment world.</li> <li>• Views, reads, and listens to German television shows, theatre, dance, art, cinema, literature, and music</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the role of the government and other public entities in supporting the arts.</li> <li>• Compares and contrasts German and American cultural practices reflected in the arts and entertainment.</li> <li>• Discusses the influence of a famous German artists on culture.</li> </ul>
Careers	<ul style="list-style-type: none"> <li>• Describes professions and jobs and the accessibility of these professions including the education and training needed to be successful.</li> <li>• Describes the tools of the trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the educational system in German speaking countries.</li> <li>• Analyzes the benefits of multilingualism.</li> </ul>
Current Events and Social Issues in the German-Speaking World	<ul style="list-style-type: none"> <li>• Reads, listens, and discusses information from a variety of German-speaking media sources.</li> <li>• Applies social and political terminology.</li> <li>• Uses a variety of German-language media sources including magazines, literature, film and the Internet to acquire authentic information and to provide an opinion about economic, social, and political issues in the news.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains human connections among people at all levels.</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Describes the types and names of secondary and post-secondary schools.</li> <li>• Exchanges, interprets, and presents information about school routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares types of schools and school routines with one's own.</li> </ul>

## German III

### Performance Indicators (continued)

Topic	Communication	Culture
History of German-Speaking Countries	<ul style="list-style-type: none"> <li>• Applies appropriate historical and geographical terminology.</li> <li>• Describes, reads and discusses historical and geographical information regarding German-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains similarities and differences in global perspectives.</li> </ul>
House and Home	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about homes, rooms, furnishings, household chores, and household implements.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares housing styles, furnishings, and home life between cultures.</li> <li>• Compares similarities and differences in meal-time expressions between cultures.</li> </ul>
Literature	<ul style="list-style-type: none"> <li>• Applies literary terminology.</li> <li>• Reads, discusses, and analyzes a variety of literary genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how literature reflects the past and present German-speaking world.</li> </ul>
Media and Technology	<ul style="list-style-type: none"> <li>• Applies media terminology.</li> <li>• Views, listens, discusses and analyzes information and opinions about different types of media including non-print media ( films, radio, television broadcasts); print media (magazines, newspapers; and electronic media (computers, Internet, and podcasts).</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the benefits of multilingualism.</li> <li>• Explains the worldwide influence of media and technology.</li> </ul>
Vacation	<ul style="list-style-type: none"> <li>• Describes personal and holiday celebrations.</li> <li>• Researches, plans, and creates an itinerary including making reservations for future travel experience.</li> <li>• Describes and interprets the range of public service accommodations available in German-speaking countries, including services provided by each.</li> <li>• Describes personal modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in vacationing practices between German-speaking countries and other countries.</li> <li>• Describes similarities and differences in accommodations by public services in German-Speaking countries and others.</li> </ul>

## Key Concepts and Structures

- Adjectives: case endings
  - Prepositions: dative case and two way
  - Pronouns: indefinite object and reflexive
  - Sentence structure: subordinating, conjunctions, coordinating conjunctions and relative clauses
  - Passive voice verbs
- Adjectives: case endings
  - Prepositions: dative case and two way
  - Pronouns: indefinite object and reflexive
  - Sentence structure: subordinating, conjunctions, coordinating conjunctions and relative clauses
  - Passive voice verbs

# German IV

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.

## Essential Learning Results Level IV (Advanced)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level IV student:

- √ derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings.
- √ obtains and processes information by selecting, categorizing and analyzing from these sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level IV student:

- √ applies pronunciation and intonation patterns at a normal rate of speech.
- √ makes predictions, analyzes, draws conclusions, and expresses facts and opinions.
- √ defines points of view.
- √ summarizes and paraphrases.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level IV student:

- √ analyzes aspects of the cultures being studied, such as social and political institutions and laws.
- √ functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- √ researches a topic of interest using sources from the cultures being studied.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level IV student:

- √ analyzes and synthesizes reading materials.
- √ recognizes the author's point of view and purpose.
- √ expresses personal reactions to reading materials.
- √ interprets cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level IV student:

- √ analyzes and draws conclusions.
- √ incorporates information from selected language resource materials in their writing.
- √ selects and expresses ideas and opinions on topics from various content areas.
- √ uses specialized vocabulary and more advanced grammatical structures.

*BVSD World Languages Course Outline*

# German IV

### Course Description:

German IV is taught exclusively in German. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Advanced Idiomatic Structures

### Indirect Speech

### Verbs:

- subjunctive
- future
- past

### Culture:

- Students know and are able to ...
- analyze aspects of the cultures being studied such as social and political institutions and laws.
  - function in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
  - research a topic of interest using sources from the cultures being studied.

### Plus Expansion of Levels III, II & I Key Concepts

### Key Concepts & Structures

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand German when I hear it?
- 1.2 *Speaking*: Can I speak German with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in German?
- 1.4 *Writing*: Can I write German for different purposes?
- 2 *Culture*: Can I use my knowledge of German-speaking cultures?

### Level III Topics:

1. Arts & Entertainment
2. Careers
3. Current Events & Social Issues in the German-Speaking World
4. Education
5. History of German-Speaking Countries
6. House & Home
7. Literature
8. Media & Technology
9. Vacations

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Level IV Topics:

1. Arts
2. History
3. Literary Analysis
4. Plus Expansion of Levels III, II and I Topics ...

**Arts:**

- Arts terminology
- In-depth investigation of artistic movements, *e.g.* Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern
- In-depth investigation of artistic movements in German-speaking countries, *e.g.* Bauhaus, Degenerate Art
- In-depth investigation of individuals, *e.g.* architects, artists, musicians, sculptors
- Reading/listening/analyzing/discussing

📌 *Connecting Topics:* All Topics

🌐 *Culture:* Famous people, public services, comparison of current and past arts

**Literary Analysis:**

- Literary terminology
- Study of increasingly challenging works of different genres of literature, *e.g.* biographies, novels, plays, poetry, short stories
- Reading/listening/analyzing/discussing

📌 *Connecting Topics:* All Topics

🌐 *Culture:* Literature as a reflection of the German-speaking world

## German IV Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**History:**

- Political and social terminology
- History of Germanic peoples
- World History topics
- Reading/listening/analyzing/discussing

📌 *Connecting Topics:* All Topics

🌐 *Culture:* Comparison of global perspectives

**Plus Expansion of  
Levels III, II and I  
Topics and Key Concepts**

## German IV

### Performance Indicators

Topic	Communication	Culture
Arts	<ul style="list-style-type: none"> <li>• Interprets and presents information using arts terminology.</li> <li>• Engages in an indepth investigation of artistic movements (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern) and analyzes its impact on German history and culture.</li> <li>• Engages in an indepth investigation of artistic movements in German-speaking countries, e.g., Bauhaus, Degenerate Art and analyzes its impact on German history and culture.</li> <li>• Engages in an indepth investigation of individuals in German-speaking countries, e.g., architects, artists, musicians, sculptors, and analyzes its impact on German history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies famous German-speaking musicians, composers, and artists and their impact on culture.</li> <li>• Compares current and past arts in German-speaking cultures.</li> <li>• Identifies the role of public services in the arts.</li> </ul>
Literary Analysis	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using literary terminology.</li> <li>• Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the perspectives of German culture as represented in literary works.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using political and social terminology.</li> <li>• Analyzes the origins and history of the Germanic peoples.</li> <li>• Reads, identifies, discusses and analyzes current significant economic, societal, and political issues in relationship to German history.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares perspectives and practices of German speaking countries in a global society.</li> </ul>

## Key Concepts and Structures

- Advanced Idiomatic Structures
- Indirect Speech
- Subjunctive (future and past) verbs

# Japanese

# Japanese I

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Levels I (Beginning)

### *BVSD World Languages Content Standards*

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level I student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level I student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level I student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level I student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level I student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

## BVSD World Languages Course Outline

# Japanese I

### Course Description:

Japanese I introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Adjectives:

- desires
- likes

### Pronunciation:

- basic pronunciation and intonation

### Sentence

#### Structure:

- affirmative
- negative
- interrogatives
- word order

### Cognates

### Key Concepts & Structures

### Ko, So, A, Do Pattern

### Relationals

### Polite Volitional

#### Forms:

- invitations

### Writing:

- *katakana*
- *hiragana*
- *kanji*

### Verbs:

- *masu* forms
- *wa...desu* pattern
- past tense
- non-past tense

### Culture:

Students know and are able to ...

- observe and identify everyday cultural practices.
- distinguish similarities and differences among cultures.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the cultures being studied.

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places and locations
12. Seasons and weather

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand Japanese when I hear it?
- 1.2 *Speaking*: Can I speak Japanese with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in Japanese?
- 1.4 *Writing*: Can I write Japanese for different purposes?
- 2 *Culture*: Can I use my knowledge of Japanese-speaking cultures?

**Alphabet:**

- Knowledge and use of the alphabet to understand and communicate spelling
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Distinguishing characteristics of the writing system

**Classroom Objects:**

- Names, colors, size of classroom objects
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- 🌐 *Culture:* Personal supplies

**Clothing:**

- Different types of clothing
- Shopping
- Color and cost
- Appropriate times to wear certain clothes
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Clothing in the culture, folkloric costumes

**Colors:**

- Description of objects
- Preferences
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations
- 🌐 *Culture:* Color in the culture

**Daily Activities:**

- Students' daily activities
- Daily activities of others
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Sports

**Days, Months, Dates & Time:**

- Names of the days of the week and the months of the year
- Dates of events, holidays, activities, and celebrations
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Appropriate food and drink during certain seasons, holidays and occasions

## Japanese I Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Family:**

- Description of immediate family
- ↳ *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- 🌐 *Culture:* Importance of the family and family events

**Foods & Beverages:**

- Common foods and beverages
- Basic opinions
- Description
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

**Greetings, Farewells & Personal Information:**

- Types of greetings
- Exchange of appropriate personal information
- Types of farewells
- ↳ *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- 🌐 *Culture:* Appropriate gestures and forms of address used

**Numbers:**

- 0-100
- Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Currencies; exchange rates; Metric and English systems

**Places & Locations:**

- Common building names, e.g. library, museum, store, station
- Common geographic words, e.g. lake, mountain, park, state, country
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- 🌐 *Culture:* Visits to places and locations for business and pleasure

**Seasons & Weather:**

- Names of seasons
- Different kinds of weather
- ↳ *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- 🌐 *Culture:* Similarities and differences; holidays

## Japanese I Performance Indicators

Topic	Communication	Culture
Alphabet	<ul style="list-style-type: none"> <li>• Uses the Japanese alphabet and marking system to pronounce, understand and spell words.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes the characteristics of the Japanese writing system.</li> </ul>
Classroom Objects	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes personal supplies used in the classroom.</li> </ul>
Clothing	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the influence of culture on clothing choices.</li> <li>• Describes folkloric costumes.</li> </ul>
Colors	<ul style="list-style-type: none"> <li>• Uses color to describe objects and present information regarding likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the use of color in the culture.</li> </ul>
Daily Activities	<ul style="list-style-type: none"> <li>• Listens, speaks, reads, and writes about daily activities.</li> <li>• Exchanges, interprets, and presents information related to the daily activities of other.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical leisure time activities in Japanese-speaking countries.</li> </ul>
Days, Months, Dates, and Time	<ul style="list-style-type: none"> <li>• Interprets, speaks, reads and writes the names of the days of the week and the months of the year.</li> <li>• Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate food and drink during certain seasons, holidays, and occasions.</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Exchanges information about the immediate family</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of family and family events in a Japanese-speaking country.</li> </ul>
Food and Beverages	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common foods and beverages.</li> <li>• Describes food likes and dislikes.</li> <li>• Describes eating customs and food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies typical food items from Japanese-speaking cultures and special events in which they may be consumed.</li> <li>• Describes how to order and pay in restaurants.</li> </ul>

## Japanese I Performance Indicators (continued)

Topic	Communication	Culture
Greetings, Farewells, and Personal Information	<ul style="list-style-type: none"> <li>• Describes, interprets, and engages in a variety of greetings.</li> <li>• Exchanges personal information about self.</li> <li>• Describes, interprets, and engaging in a variety of farewells.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate cultural forms of address (formal and informal) and gestures.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the Metric and English system.</li> <li>• Describes the currency system in Japanese-speaking countries and exchange rates.</li> </ul>
Places and Locations	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about common building names including library, museum, store, and station.</li> <li>• Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical places for visits and locations for business in a Japanese-speaking country.</li> </ul>
Seasons and Weather	<ul style="list-style-type: none"> <li>• Names and describes the seasons in the context of weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares seasons and weather in Japanese-speaking cultures to one's own.</li> <li>• Describes holidays and their activities in each season.</li> </ul>

## Key Concepts and Structures

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Adjectives: desires and likes</li> <li>• Basic pronunciation and intonation</li> <li>• Cognates</li> <li>• Sentence Structure: affirmative, negative, interrogatives, word order</li> <li>• <i>Ko, So, A, Do</i> Pattern</li> <li>• Polite Volitional Forms: invitations</li> </ul> | <ul style="list-style-type: none"> <li>• Verbs: <i>masu</i> forms</li> <li>• Verbs: <i>wa . . .desu</i> pattern</li> <li>• Past tense</li> <li>• Non- past tense</li> <li>• Relationals</li> <li>• Writing: <i>katakana, hiragana, kanji</i></li> <li>• Culture</li> </ul> |
|--|--|

# Japanese II

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tell stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level II (Beginning)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Content Standards*

## New Century Graduate Standards for Second Language Acquisition

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level II student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

*BVSD World Languages Course Outline*

# Japanese II

### Course Description:

Japanese II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

<b>Adjectives and Copula</b>	<b>Forecasting and Predicting</b>	<b>Pronunciation:</b> - sound discrimination
<b>Comparatives and Superlatives</b>	<b>Potential Forms</b>	<b>Relative Clauses:</b> - nominalized verbs
<b>Introduction to Counters</b>	<b>Key Concepts &amp; Structures</b>	<b>Verbs:</b> - 'to be' verbs • plain forms • non-past - past - <i>te</i> form
<b>Culture:</b> Students know and are able to: - observe and identify everyday cultural practices. - distinguish similarities and differences among cultures. - use culturally appropriate gestures and oral expressions. - listen to or read materials in the language from the cultures being studied.		<b>Plus Expansion of Level I Key Concepts</b>

### Student self-assessment:

Based on the **Standards**, **Topics** and **Key Concepts and Structures** listed here, students should ask themselves ...

- 1.1 *Listening*: Can I understand Japanese when I hear it?
- 1.2 *Speaking*: Can I speak Japanese with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in Japanese?
- 1.4 *Writing*: Can I write Japanese for different purposes?
- 2 *Culture*: Can I use my knowledge of Japanese-speaking cultures?

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics ...

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Body Parts, Health**

**& Fitness:**

- Identification of body parts
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Medical care and diet

**Directions:**

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- 🌐 *Culture:* Metric system for travel and cooking; transportation alternatives

**Shopping:**

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

**Daily Routines:**

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**Japanese II**  
**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Description of People, Personalities & Nationalities:**

- Physical and personality attributes
- Fashion
- Professions
- Word formations when referring to nationalities
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

**Sports:**

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Popularity of sports; game rules

**Dining Out:**

- Table settings
- Table conversation
- Toasting
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

**Leisure Time:**

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences

**Travel & Transportation:**

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**School Schedule:**

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of Level I Topics and Key Concepts**

## Japanese II Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>Identifies and presents information on basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Exchanges, interprets, and presents information on fitness activities and diet.</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts cultural practices in areas of medical care and diet.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in personal routines.</li> </ul>
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions.</li> <li>Applies correct word formations when referring to nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in celebrations.</li> <li>Explain the influence of culture on clothing and clothing in folkloric activities.</li> <li>Identifies famous historical, literary, or artistic Japanese-speaking personalities.</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Exchanges, interprets, and describes table settings and table conversations.</li> <li>Describes a toast in the context celebrations and appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Japanese-speaking cultures.</li> </ul>

## Japanese II

### Performance Indicators (continued)

Topic	Communication	Culture
Directions	<ul style="list-style-type: none"> <li>• Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>• Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>• Describes similarities and differences between Metric and English Systems and applies the vocabularies of both.</li> <li>• Exchanges, interprets and presents information using numbers 101-1000.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies transportation alternatives in Japanese-speaking cultures.</li> <li>• Describes travel and cooking using the metric system.</li> </ul>
Leisure Time	<ul style="list-style-type: none"> <li>• Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts leisure time activities in Japanese-speaking cultures to ones' own.</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information about course schedules including names and order of classes.</li> <li>• Provides information regarding personal preferences about courses.</li> <li>• Describes locations within the school building.</li> <li>• Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in schooling in Japanese-speaking cultures and ones' own.</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>• Describes types of stores and merchandise available in a Japanese- speaking country.</li> <li>• Presents personal preferences for style and design of clothing, food and beverages.</li> <li>• Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the influence of culture on fashion.</li> <li>• Describes seasonal availability of merchandise.</li> <li>• Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Japanese-speaking countries.</li> </ul>

## Japanese II Performance Indicators (continued)

Topic	Communication	Culture
Sports	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>• Presents information on personal preferences for sporting activities.</li> <li>• Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the organization of team sports including game rules in a Japanese-speaking country.</li> <li>• Compares the popularity of sport in Japanese-speaking countries and the U.S.</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>• Describes local travel.</li> <li>• Describes locations using geographic names.</li> <li>• Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>• Follows oral and written directions to a specified location.</li> <li>• Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>• Exchanges, interprets, and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</li> </ul>

### Key Concepts and Structures

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Adjectives and copula</li> <li>• Sound Discrimination</li> <li>• Comparatives and superlatives</li> <li>• Introduction to counters</li> <li>• Relative clauses: nominalized verbs</li> </ul> | <ul style="list-style-type: none"> <li>• To be verbs: plain forms and non-past</li> <li>• Verbs: past</li> <li>• Verbs: <i>te</i> form</li> <li>• Forecasting and predicting</li> <li>• Culture</li> </ul> |
|---|--|

# Japanese III

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level III (Intermediate)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level III student:

- √ identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics.
- √ obtains meaning from simple conversations.
- √ identifies the main idea or specific information from a variety of sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level III student:

- √ applies learned basic pronunciation and intonation patterns.
- √ describes and narrates using learned vocabulary.
- √ expresses and supports personal opinions
- √ maintains brief conversations on familiar topics.
- √ asks and answers questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level III student:

- √ discusses and writes about components of the social patterns being studied.
- √ uses culturally appropriate language and gestures to interact with peers and adults
- √ writes in a culturally appropriate manner in learned situations.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level III student:

- √ identifies and restates main ideas of reading selections based on familiar vocabulary.
- √ infers meaning of unfamiliar words and phrases from context.
- √ responds to reading selections.
- √ analyzes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level III student:

- √ uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions.
- √ writes to obtain and report information using expanded vocabulary and grammatical structures.
- √ develops and organizes ideas by planning, drafting, proofreading and editing their own work and that of others.

*BVSD World Languages Course Outline*

# Japanese III

**Course Description:**

Japanese III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening:* Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking:* Students speak for a variety of purposes and audiences.
  - 1.3 *Reading:* Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing:* Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

**Adverbs**

**Conjunctions and Disjunctions**

**Pronunciation:**  
- sound discrimination

**Clausal Expressions:**

- before and after
- intention
- purpose
- relative clauses
- reporting hearsay
- when

**Key Concepts & Structures**

**To Say or Think:**

- opinion
- quotes

**Te/Ta Forms:**

- admonishment
- experience
- if, when
- obligation

**Conjunctive Forms:**

- commands
- simultaneous actions
- too much

**Culture:**

- Students know and are able to:
- discuss and write about components of the social patterns being studied.
  - use culturally appropriate language and gestures to interact with peers and adults.
  - write in a culturally appropriate manner in learned situations.

**Other Forms:**

- conditional "to"
- plain commands

**Plus Expansion of Levels II and I Key Concepts**

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening:* Can I understand Japanese when I hear it?
- 1.2 *Speaking:* Can I speak Japanese with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Japanese?
- 1.4 *Writing:* Can I write Japanese for different purposes?
- 2 *Culture:* Can I use my knowledge of Japanese-speaking cultures?

**Level III Topics:**

1. Arts & Entertainment
2. Extended Family
3. Food & Cuisine
4. Geography & Natural Features
5. House & Home
6. Literature
7. Transportation
8. Vacations
9. Plus Expansion of Levels II and I Topics ...

**Level II Topics:**

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Arts & Entertainment:**

- Activities of Japanese youth
- Activities and related abilities
- ↳ *Connecting Topics:* Extended Family; Food & Cuisine; Geography & Natural Features; House & Home; Transportation; Vacations
- 🌐 *Culture:* Karaoke, pachinko, go, sumo, video games

**Geography &****Natural Features:**

- Regions and places, e.g. mountains, continents, bodies of water
- Physical features, e.g. hot springs, volcanos, rice paddies,
- ↳ *Connecting Topics:* Arts & Entertainment; Food & Cuisine; Literature; Transportation; Vacations
- 🌐 *Culture:* Hiking, hot springs, rice paddies, volcanoes

**Literature:**

- Short folk stories
- Essays
- Authors
- ↳ *Connecting Topics:* Geography & Natural Features
- 🌐 *Culture:* Traditions

**Transportation:**

- Car parts
- Traffic rules and driving
- Travel in Japan
- ↳ *Connecting Topics:* Arts & Entertainment; Geography & Natural Features; Vacations
- 🌐 *Culture:* Driving etiquette

**Extended Family:**

- Step-relations
- Family structure and roles
- Marriage, divorce
- ↳ *Connecting Topics:* Arts & Entertainment; Food & Cuisine; House & Home
- 🌐 *Culture:* Views on marriage and divorce; care of the elderly; traditional vs. modern roles

## Japanese III Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Vacations:**

- Travel brochures and itineraries
- Reservations for travel and lodging
- Prepaid lodging
- ↳ *Connecting Topics:* Arts & Entertainment; Food & Cuisine; Geography & Natural Features; Transportation
- 🌐 *Culture:* Customs related to travel and lodging; Japanese overseas

**Food & Cuisine:**

- Tastes and seasonings: sweet, sour, spicy, etc.
- Opinions of restaurants and foods
- Cooking and recipes
- ↳ *Connecting Topics:* Arts & Entertainment; Extended Family; Geography; House & Home; Vacations
- 🌐 *Culture:* Meal-time expressions; food customs; influences of foreign foods; food and cultural events

**House & Home:**

- Architectural features
- Furnishings
- Household chores and tools
- ↳ *Connecting Topics:* Arts & Entertainment; Extended Family; Food & Cuisine
- 🌐 *Culture:* Ancestral homes, real estate, renting

## Plus Expansion of Levels II and I Topics and Key Concepts

## Japanese III Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	<ul style="list-style-type: none"> <li>• Applies terminology related to the art and entertainment world.</li> <li>• Engages in conversations, interprets, and presents information about leisure time activities of Japanese youth.</li> <li>• Exchange and interpret information about the skills, knowledge, and personal characteristics needed to pursue leisure time activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the role of games and video games in Japanese culture including <i>Karaoke</i>, <i>pachinko</i>, <i>go</i>, and <i>sumo</i>.</li> </ul>
Extended Family	<ul style="list-style-type: none"> <li>• Describes step-relations.</li> <li>• Describes the traditional structures and roles of the Japanese family.</li> <li>• Explains views, including cultural, on marriage and divorce.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes traditional vs modern roles in Japanese culture.</li> <li>• Describes the care of the elderly.</li> </ul>
Food and Cuisine	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about food preferences, food types, seasonings and eating customs.</li> <li>• Identifies typical Japanese food items including tastes and seasonings and their origin.</li> <li>• Describes Japanese opinions of restaurants and foods.</li> <li>• Exchanges, interprets, and presents information about cooking and recipes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes meal-time expressions.</li> <li>• Describes the influences of foreign foods.</li> <li>• Identifies the relationship between food and cultural events.</li> <li>• Describes food customs.</li> </ul>
Geography and Natural Features	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about regions and places, e.g. mountains, continents, bodies of water.</li> <li>• Exchanges, interprets, and presents information about physical features, e.g., hot springs, volcanoes, rice paddies.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how physical features and the environment support occupations and leisure activities including hiking, rice paddies, and volcanoes.</li> </ul>

## Japanese III

### Performance Indicators (continued)

Topic	Communication	Culture
House and Home	<ul style="list-style-type: none"> <li>Describes the architectural features of a Japanese home.</li> <li>Exchanges, interprets, and presents information about furniture and its location in each room.</li> <li>Describes family routines, including household chores and tools, and explain what they indicate about the Japanese culture.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the relationship between ancestral homes, real estate, and renting.</li> </ul>
Literature	<ul style="list-style-type: none"> <li>Reads, discusses, and analyzes a variety of literary genres (including essays and short folk stories) and authors.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how literature reflects traditions in the Japanese-speaking world.</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>Describes traffic rules and driving in Japanese countries.</li> <li>Explains the importance of car parts.</li> <li>Describes the various transportation systems throughout Japan, including personal modes of transportation</li> </ul>	<ul style="list-style-type: none"> <li>Describes driving etiquette.</li> </ul>
Vacations	<ul style="list-style-type: none"> <li>Uses travel brochures to research and create an itinerary and make reservations for future travel and lodging.</li> <li>Describes the custom of prepaid lodging</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in vacationing practices between Japanese-speaking countries and other countries.</li> <li>Describes customs related to travel and lodging.</li> <li>Describes travel overseas.</li> </ul>

### Key Concepts and Structures

- Adverbs
- Clausal Expressions: before and after; intention; purpose, relative clauses; reporting hearsay; when
- Conjunctive forms: commands, simultaneous actions, too much
- Te/Ta* Forms: admonishment, experience, if, when, obligation
- To say or think: opinion, quotes
- Pronunciation: sound discrimination
- Other forms: conditional ‘to’, plain commands
- Conjunctions and disjunctions
- Culture

# Japanese IV

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level IV (Advanced)

### *BVSD World Languages Content Standards*

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

To meet this standard, a Level IV student:

- √ derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings.
- √ obtains and processes information by selecting, categorizing and analyzing from these sources.

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

To meet this standard, a Level IV student:

- √ analyzes and synthesizes reading materials.
- √ recognizes the author's point of view and purpose.
- √ expresses personal reactions to reading materials.
- √ interprets cultural elements found in reading materials.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

To meet this standard, a Level IV student:

- √ applies pronunciation and intonation patterns at a normal rate of speech.
- √ makes predictions, analyzes, draws conclusions, and expresses facts and opinions.
- √ defines points of view.
- √ summarizes and paraphrases.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

To meet this standard, a Level IV student:

- √ analyzes and draws conclusions.
- √ incorporates information from selected language resource materials in their writing.
- √ selects and expresses ideas and opinions on topics from various content areas.
- √ uses specialized vocabulary and more advanced grammatical structures.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

To meet this standard, a Level IV student:

- √ analyzes aspects of the cultures being studied, such as social and political institutions and laws.
- √ functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- √ researches a topic of interest using sources from the cultures being studied.

## BVSD World Languages Course Outline

# Japanese IV

### Course Description:

Japanese IV is taught exclusively in Japanese. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis will be placed on comprehension as it is spoken by native speakers. Students will develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Advanced Japanese Word Processing Skills

### Compare and Contrast Presentations

### Idiomatic Structures:

- Analogy and exemplification: *sou, mitai, rashi*
- Coming to conclusions: *wake*
- Conditional *ba*
- Emotional involvement, emphasis, reminiscing: *mono*
- Honorific and humble forms
- Even though: *no ni*
- Request, purpose, manner: *you*

### Plus Expansion of Levels III, II & I Key Concepts

### Kanji

- 410 characters
- compounds

### Key Concepts & Structures

### Culture:

- Students know and are able to ...
- analyze aspects of the cultures being studied such as social and political institutions and laws.
  - function in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
  - research a topic of interest using sources from the cultures being studied.

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening*: Can I understand Japanese when I hear it?
- 1.2 *Speaking*: Can I speak Japanese with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in Japanese?
- 1.4 *Writing*: Can I write Japanese for different purposes?
- 2 *Culture*: Can I use my knowledge of Japanese-speaking cultures?

### Level IV Topics:

1. Ecology
2. Life Span
3. Literary Analysis
4. Mass Media
5. Popular Culture
6. Professions
7. Traditions
8. Travel & Regional Focus
9. Plus Expansion of Levels III, II and I Topics ...

### Level III Topics:

1. Arts & Entertainment
2. Extended Family
3. Food & Cuisine
4. Geography & Natural Features
5. House & Home
6. Literature
7. Transportation
8. Vacations

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Ecology:**

- Climate and weather
- Environment
- Wildlife
- 📌 *Connecting Topics:* Travel & Regional Focus
- 🌐 *Culture:* Japanese views on the environment; influence of climate and weather on life in Japan

**Mass Media:**

- Magazines, newspapers, television
- *Anime and Manga*
- Post Office
- Phones and internet
- 📌 *Connecting Topics:* Popular Culture, Professions
- 🌐 *Culture:* Influence of Japanese mass-media on America and other countries; Japanese youth and mass media

**Professions:**

- Jobs and job descriptions
- Looking for a job
- Applying for a job
- Interviews
- 📌 *Connecting Topics:* Life Span; Mass Media
- 🌐 *Culture:* Company hierarchy; lifetime employment; societal status and professions

**Life Span:**

- Birth, school life, marriage, careers, death
- Situational language (honorific, humble, polite)
- School systems
- 📌 *Connecting Topics:* Popular Culture, Professions, Traditions
- 🌐 *Culture:* When and how to use situational language; religious rituals (birth, marriage, death, etc.); education, career and social status

## Japanese IV Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Traditions:**

- Kimono
- Rice
- Tea
- “Ways”: *judo, sado, shodo*
- 📌 *Connecting Topics:* Life Span; Literary Analysis
- 🌐 *Culture:* Traditions related to fashion and food; importance of rice and tea

**Travel & Regional Focus:**

- Regional specialities
- Famous places in Japan
- Regional comparisons
- 📌 *Connecting Topics:* Ecology
- 🌐 *Culture:* Travel and lodging-related customs; regional festivals and important events

**Literary Analysis:**

- Essays and articles
- Folk stories
- Poetry
- Short stories
- Reading/listening/analyzing/discussing
- 📌 *Connecting Topics:* Traditions
- 🌐 *Culture:* Forms of poetry; folk story origins

**Popular Culture:**

- Art
- Fashion
- Gaming
- Music
- 📌 *Connecting Topics:* Mass Media, Life Span
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of  
Levels III, II and I  
Topics and Key Concepts**

## Japanese IV

### Performance Indicators

Topic	Communication	Culture
Ecology	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information and opinions about the importance of the environment and the impact of personal ecological routines.</li> <li>Describes climate and weather patterns in Japanese countries.</li> <li>Engages in conversations, interprets, and presents information about the environment for animals.</li> </ul>	<ul style="list-style-type: none"> <li>Describes Japanese view on the environment.</li> <li>Explains the influence of climate and weather on life in Japan.</li> </ul>
Life Span	<ul style="list-style-type: none"> <li>Describes and presents information regarding birth, school life, marriage, careers, and death.</li> <li>Describes Japanese educational systems and practices including compulsory education and public vs. private schools.</li> <li>Describes situational language (honorific, humble, polite).</li> </ul>	<ul style="list-style-type: none"> <li>Explains when and how to use situational language.</li> <li>Explains religious rituals (birth, marriage, death, etc.).</li> <li>Describes education, career, and social status.</li> </ul>
Literary Analysis	<ul style="list-style-type: none"> <li>Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories using literary terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Describes forms of poetry.</li> <li>Explains folk story origins.</li> </ul>
Mass Media	<ul style="list-style-type: none"> <li>Reads, listens, discusses, and analyzes information from traditional print media including magazines and newspapers and nonprint media including television.</li> <li>Reads and interprets Anime and Manga.</li> <li>Views, listens, discusses, and analyzes information from contemporary electronic media including phones, computers, Internet, and podcasts.</li> <li>Explains the role of the Post Office in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the influence of Japanese mass-media on America and other countries.</li> <li>Analyzes the impact of mass media on Japanese youth.</li> </ul>
Popular Culture	<ul style="list-style-type: none"> <li>Interprets and presents information using arts terminology.</li> <li>Views, reads, listens, discusses and critically analyzes Japanese art, fashion, gaming, and music and their contributions to Japanese culture and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and explains similarities and differences between popular culture in Japan and the US.</li> </ul>

## Japanese IV

### Performance Indicators (continued)

Topic	Communication	Culture
Professions	<ul style="list-style-type: none"> <li>• Describes jobs and job descriptions including the skills needed to be successful in the profession or job.</li> <li>• Describes how Japanese look for jobs, apply for jobs, and interview for jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes company hierarchy in Japanese speaking countries.</li> <li>• Explains lifetime employment.</li> <li>• Describes the attitudes of the Japanese- speaking culture towards different professions at all levels, social status, and accessibility of these professions to all members of the culture.</li> </ul>
Traditions	<ul style="list-style-type: none"> <li>• Describes the significance of traditions in Japanese culture: kimono, rice, and tea.</li> <li>• Describes Japanese ways: <i>judo</i>, <i>sado</i>, and <i>shodo</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explains traditions related to fashion and food.</li> <li>• Explains the significance of rice and tea.</li> </ul>
Travel and Regional Focus	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about regional specialties.</li> <li>• Names famous places in Japan.</li> <li>• Compares regions in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes travel and lodging related- customs.</li> <li>• Explains the significance of regional festivals and important events.</li> </ul>

### Key Concepts and Structures

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Advanced Japanese word processing skills</li> <li>• Compare and contrast presentations</li> <li>• <i>Kanji</i>: 410 characters, compounds</li> <li>• Analogy and exemplification: <i>sou</i>, <i>mitai</i>, <i>rashi</i></li> <li>• Coming to conclusions: <i>wake</i></li> </ul> | <ul style="list-style-type: none"> <li>• Conditional <i>ba</i></li> <li>• Emotional involvement, emphasis, reminiscing: <i>mono</i></li> <li>• Honorific and humble forms</li> <li>• Even though: <i>no ni</i></li> <li>• Request, purpose, manner: <i>you</i></li> <li>• Culture</li> </ul> |
|--|--|

# Latin

# Latin I

## Standards for Classical Language Learning

### *BVSD Classical Languages Content Standards*

#### **Standard 1: Communication**

##### *Communicate in a Classical Language*

- 1.1 Students read, understand, and interpret Latin.*
- 1.2 Students use orally, listen to, and write Latin as part of the language learning process.*

#### **Standard 3: Connections**

##### *Connect with other disciplines and expand knowledge*

- 3.1 Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*
- 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.*

#### **Standard 2: Culture**

##### *Gain knowledge and understanding of Greco-Roman culture*

- 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*
- 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

#### **Standard 4: Comparisons**

##### *Develop insight into own language and culture*

- 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.*
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.*

#### **Standard 5: Communities**

##### *Participate in wider communities of language and culture*

- 5.1 Students use their knowledge of Latin in a multilingual world.*
- 5.2 Students use their knowledge of Roman culture in a world of diverse cultures.*

## Essential Learning Results Level I (Beginning)

### **Standard 1.1** *Students read, understand and interpret Latin.*

In order to meet this standard, a Level I student...

- √ reads words, phrases, and simple sentences and associate them with pictures, and/or other words, phrases and simple sentences.
- √ demonstrates reading comprehension by answering simple questions in Latin or English about short passages of Latin.
- √ demonstrates a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

### **Standard 1.2** *Students use orally, listen to, and write Latin as part of the language learning process.*

In order to meet this standard, a Level I student...

- √ recognizes and reproduce the sounds of Latin.
- √ responds appropriately to simple questions, statements, commands or non-verbal stimuli.
- √ sings songs in Latin.
- √ writes simple phrases and sentences in Latin.

### **Standard 2.1** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*

In order to meet this standard, a Level I student...

- √ demonstrates a basic knowledge of the daily life of the ancient Romans.
- √ demonstrates knowledge of some famous Romans and of selected facts of history and geography of the ancient world.

### **Standard 2.2** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

In order to meet this standard, a Level I student...

- √ identifies the principal Roman deities and heroes by their names, deeds, and spheres of influence.
- √ recognizes basic architectural features and art forms of the Romans.

### **Standard 5.1** *Students use their knowledge of Latin in a multilingual world.*

In order to meet this standard, a Level I student...

- √ presents and exchange information about their language experience to others in the school and in the community.
- √ recognizes the influence of Latin on the specialized language of various professional fields and recognize its use in the media.

## *BVSD Classical Languages Content Standards*

### **Standard 3.1** *Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*

In order to meet this standard, a Level I student...

- √ uses their knowledge of Latin in understanding a specialized vocabulary in such fields as government and politics.
- √ recognizes and use Roman numerals and the vocabulary associated with counting.

### **Standard 3.2** *Students expand their knowledge through the reading of Latin and the study of ancient culture.*

In order to meet this standard, a Level I student...

- √ acquires information about the Greco-Roman world by reading passages of Latin with a culturally authentic setting.
- √ recognizes plots and themes of Greco-Roman myths in the literature of other cultures.
- √ demonstrates a knowledge of the geography of the ancient world and connect it to the modern world.

### **Standard 4.1** *Students recognize and use elements of the Latin language to increase knowledge of their own language.*

In order to meet this standard, a Level I student...

- √ demonstrates a basic knowledge of Latin roots, prefixes, and suffixes by recognizing them in English words of Latin origin.
- √ understands some Latin phrases, mottoes, and abbreviations used in English.
- √ demonstrates an understanding of basic language patterns of English as they relate to the structure of Latin.

### **Standard 4.2** *Students compare and contrast their own culture with that of the Greco-Roman world.*

In order to meet this standard, a Level I student...

- √ looks at the architectural features of the buildings around them and recognize the Greco-Roman elements in them.
- √ compares and contrast aspects of their own public and private lives to those of the Romans.
- √ compares the themes and heroes of classical mythology to the themes and heroes of their own folklore and culture.

### **Standard 5.2** *Students use their knowledge of Greco-Roman culture in a world of diverse cultures.*

In order to meet this standard, a Level I student...

- √ recognizes from their study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity.
- √ shares with others in schools and communities their understanding of cultural differences in the Greco-Roman world.

## BVSD World Languages Course Outline

# Latin I

### Course Description:

Latin I introduces students to the specific foreign culture and to the four basic language skills: listening comprehension, speaking, reading and writing. Students acquire skills through oral repetition, dialogues, short compositions, dictations, reading, and written exercises.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of the 21<sup>st</sup> century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills** -- Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement** -- Latin helps students develop deductive and analytical skills which they can apply to other disciplines.
- **English Proficiency** -- Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective** -- Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. **Communication:** Communicate in a Classical Language.
2. **Culture:** Gain knowledge and understanding of Greco-Roman culture.
3. **Connections:** Connect with other disciplines and expand knowledge.
4. **Comparisons:** Develop insight into own language and culture.
5. **Communities:** Participate in wider communities of language and culture.

### Adjectives:

- agreement
- declensions 1, 2, 3
- positive forms

### Adverbs:

- positive forms

### Nouns:

- declensions
  - first
  - second
  - third
- gender inflections
- nominative
  - subject
  - predicate
- genitive
  - possession
- accusative
  - direct object
  - place to which
- ablative
  - means
  - accompaniment
  - place where/from
- dative
  - indirect object
- vocative
  - direct address

### Personal Pronouns:

- *ego*
- *tu*
- *nos*
- *vos*

### Spoken Latin:

- pronunciation
- classroom objects and directions
- consonants, diphthongs, vowels
- simple conversation

### Verbs:

- commands
- conjugations
  - first
  - second
  - third
  - fourth
- number
- person

## Key Concepts & Structures

### Sentence Structure:

- negative
- questions
- statements

### Verb Tenses:

- active voice
- future
- future perfect
- imperfect
- perfect
- pluperfect
- present

### Level I Topics:

1. Alphabet
2. Calendar 1
3. Etymology 1
4. Family & Daily Life
5. Geography
6. Historical Divisions
7. Meals & Clothing
8. Mythology 1
9. Names
10. Numbers
11. Rome

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts, and Structures** listed here, students should ask themselves ...

1. Can I understand and communicate in Latin?
2. Can I explain Greco-Roman culture?
3. Can I connect my knowledge of Latin to other disciplines?
4. Am I developing insight into my own language and culture through Latin?
5. Do I participate in wider communities of Latin language and culture?

**Alphabet:**

- Finger spelling
- Parameters of sign
- ↳ *Connecting Topics:* All Topics

**Calendar 1:**

- Names of days and months
- Significant dates and holidays
- ↳ *Connecting Topics:* Alphabet; Etymology 1; Family & Daily Life; Historical Divisions; Meals & Clothing; Mythology 1; Names; Numbers

**Etymology 1:**

- Abbreviations and expressions
- Derivatives and roots
- Mottoes and proverbs
- Prefixes and suffixes
- ↳ *Connecting Topics:* All Topics

**Family & Daily Life:**

- Family
- Slaves
- Time
- Weather
- ↳ *Connecting Topics:* Alphabet; Calendar 1; Etymology 1; Meals & Clothing; Mythology 1; Names; Numbers; Rome

**Geography:**

- Italy
- Corsica, Sardinia, Sicily
- Adriatic Sea
- Mediterranean Sea
- Tyrrhenian Sea
- Tiber River
- Latium, Campania, Etruria
- ↳ *Connecting Topics:* Alphabet; Etymology 1; Historical Divisions; Meals & Clothing; Mythology 1; Names; Rome

**Historical Divisions:**

- Empire
- Monarchy
- Republic
- ↳ *Connecting Topics:* Alphabet; Calendar 1; Etymology 1; Geography; Names; Numbers; Rome

**Mythology 1:**

- Olympians
- Roman Pantheon
- ↳ *Connecting Topics:* Alphabet; Calendar 1; Etymology 1; Family & Daily Life; Geography; Meals & Clothing; Numbers; Rome

## Latin I Learning Experiences & Performance Indicators

Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.

Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.

**Names:**

- Naming of men and women
- *Cognomen*
- *Nomen*
- *Praenomen*
- ↳ *Connecting Topics:* Alphabet; Calendar 1; Etymology 1; Family & Daily Life; Geography; Historical Divisions

**Numbers:**

- Cardinal
- Dating
- Ordinal
- ↳ *Connecting Topics:* Alphabet; Calendar 1; Etymology 1; Family & Daily Life; Historical Divisions; Mythology 1

**Rome:**

- Aqueducts
- Basilica
- Baths
- Circus
- Colosseum
- Hills of Rome
- Inventions
- Roads
- Theatrum
- ↳ *Connecting Topics:* Alphabet; Etymology 1; Family & Daily Life; Geography; Historical Divisions; Meals & Clothing; Mythology 1

**Meals & Clothing:**

- *Culina, cibus*
- *Triclinium, lectus*
- *Ientaculum, prandium, cena,*
- *Tunica toga, stola, palla soleae*
- ↳ *Connecting Topics:* Alphabet; Calendar 1; Etymology 1; Family & Daily Life; Geography; Mythology 1; Rome

# Latin I

## Performance Indicators

Topic	Communication
Alphabet	<ul style="list-style-type: none"> <li>• Uses manuscript tradition and a variety of writing media to communicate.</li> </ul>
Calendar 1	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about the names of the days and months.</li> <li>• Identifies significant dates and holidays.</li> </ul>
Etymology 1	<ul style="list-style-type: none"> <li>• Recognizes and uses Latin abbreviations and expressions.</li> <li>• Recognizes and uses mottoes and proverbs.</li> <li>• Recognizes and uses derivatives and roots.</li> <li>• Recognizes and uses prefixes and suffixes.</li> </ul>
Family and Daily Life	<ul style="list-style-type: none"> <li>• Describes family life in the Roman culture including the role of slaves.</li> <li>• Exchanges, identifies, and presents information regarding time.</li> <li>• Exchanges, identifies, and presents information regarding weather and seasons.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Locates and describes the significance of important geographical locations and regions including Italy, Corsica, Sardinia, Sicily, Adriatic Sea, Mediterranean Sea, Tyrrhenian Sea, Tiber River, Latium, Campania, and Etruria.</li> </ul>
Historical Divisions	<ul style="list-style-type: none"> <li>• Describes the social, political, and economic changes in Roman culture during the major historical eras: empire, monarch, and republic.</li> </ul>
Meals and Clothing	<ul style="list-style-type: none"> <li>• Uses Latin phrases and words to describe meals and clothing.</li> <li>• Exchanges, interprets, and presents information about eating customs and food preferences.</li> </ul>
Mythology 1	<ul style="list-style-type: none"> <li>• Views, discusses, and critically analyzes mythology to understand ancient culture and its influence on the modern world including the Olympians and the Roman Pantheon</li> </ul>

## Latin I

### Performance Indicators (continued)

Topic	Communication
Names	<ul style="list-style-type: none"> <li>Reads and writes simple Latin phrases, sentences, and passages using correct case, gender, and number.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>Interprets and uses cardinal and ordinal numbers in the context of age, date, time, and counting.</li> </ul>
Rome	<ul style="list-style-type: none"> <li>Explains how archaeological evidence, art forms, and artifacts are reflections of Roman perspectives and practices including aqueducts, Basilica, baths, Circus, Colosseum, Hills of Rome, inventions, roads, and theatrum.</li> </ul>

### Key Concepts and Structures

- Adjectives: agreement, declensions
- 1, 2, 3, and positive forms
- Personal Pronouns: *ego, tu, nos, vos*
- Spoken Latin: pronunciation, classroom objects and directions, consonants, diphthongs, vowels, simple conversation
- Verbs: commands, conjugations, number, person
- Verb tenses: active voice, future, future perfect, imperfect, perfect, pluperfect, present
- Sentence Structure: negative, questions, statements
- Nouns: declensions
- Nouns gender inflections
- Nouns: nominative
- Nouns: genitive
- Nouns: accusative
- Nouns: ablative
- Nouns: dative
- Nouns: vocative
- Adverbs: positive forms

# Latin II

## Standards for Classical Language Learning

### *BVSD Classical Languages Content Standards*

#### **Standard 1: Communication**

##### ***Communicate in a Classical Language***

- 1.1 Students read, understand, and interpret Latin.*
- 1.2 Students use orally, listen to, and write Latin as part of the language learning process.*

#### **Standard 3: Connections**

##### ***Connect with other disciplines and expand knowledge***

- 3.1 Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*
- 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.*

#### **Standard 2: Culture**

##### ***Gain knowledge and understanding of Greco-Roman culture***

- 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*
- 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

#### **Standard 4: Comparisons**

##### ***Develop insight into own language and culture***

- 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.*
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.*

#### **Standard 5: Communities**

##### ***Participate in wider communities of language and culture***

- 5.1 Students use their knowledge of Latin in a multilingual world.*
- 5.2 Students use their knowledge of Roman culture in a world of diverse cultures.*

## Essential Learning Results Level II (Intermediate)

### **Standard 1.1** *Students read, understand, and interpret Latin.*

To meet this standard, a Level II student...

- ✓ reads and understand passages of Latin composed for acquisition of content and language skills.
- ✓ read and understand, with appropriate assistance, passages of Latin adapted from the original authors.
- ✓ reads and understand short unadapted passages of Latin when provided with appropriate assistance.
- ✓ demonstrates reading comprehension by interpreting the meaning of passages they read.
- ✓ recognizes some figures of speech and features of style of the authors they read.
- ✓ demonstrates a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level.

### **Standard 1.2** *Students use orally, listen to, and write Latin as part of the language learning process.*

To meet this standard, a Level II student...

- ✓ reads Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.
- ✓ responds appropriately to questions, statements, commands or other stimuli.
- ✓ writes phrases and sentences in Latin.

### **Standard 2.1** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*

To meet this standard, a Level II student...

- ✓ demonstrates a knowledge of the daily life and thought of the ancient Romans, gained in part from the Latin texts they read, and apply that knowledge to an understanding of Roman culture.
- ✓ demonstrates a knowledge of the people and facts of Roman history and political life, gained in part from the Latin texts they read, and relate that knowledge to an understanding of Roman perspectives.

### **Standard 2.2** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

To meet this standard, a Level II student...

- ✓ relates their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.
- ✓ demonstrates a knowledge of architectural styles, art forms, and artifacts of the Romans and use them in analyzing Roman culture.

### **Standard 5.1** *Students use their knowledge of Latin in a multilingual world.*

To meet this standard, a Level II student...

- ✓ combines the tools of technology with their classical language skills to communicate with other students in a global community.
- ✓ interacts with community members who are involved in a variety of careers to understand how they have used their study of Classical Languages.

## *BVSD Classical Languages Content Standards* New Century Graduate Standards for Second Language Acquisition

### **Standard 3.1** *Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*

To meet this standard, a Level II student...

- ✓ recognizes and make connections with Latin terminology in the sciences and technology.
- ✓ recognizes and make connections with Latin terminology in the social sciences and history.

### **Standard 3.2** *Students expand their knowledge through the reading of Latin and the study of ancient culture.*

To meet this standard, a Level II student...

- ✓ acquires information about the Greco-Roman world by reading adapted or selected Latin sources.
- ✓ connects their knowledge of ancient history and social and political systems to events and systems in the modern world.
- ✓ connects their knowledge of the Latin language to their knowledge of literature and artistic achievement.

### **Standard 4.1** *Students recognize and use elements of the Latin language to increase knowledge of their own language.*

To meet this standard, a Level II student...

- ✓ demonstrates the relationship of Latin words to their derivatives and cognates in English.
- ✓ demonstrates an increased use of English words from or related to Latin.
- ✓ compares and contrast the language patterns and grammar of Latin to the structure and grammar of English.

### **Standard 4.2** *Students compare and contrast their own culture with that of the Greco-Roman world.*

To meet this standard, a Level II student...

- ✓ identifies elements in their own art and literature that have their basis in the Greco-Roman world.
- ✓ reflects on classical influence on the political institutions, law and history of their own culture.
- ✓ recognizes in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

### **Standard 5.2** *Students use their knowledge of Greco-Roman culture in a world of diverse cultures.*

To meet this standard, a Level II student...

- ✓ compares the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.
- ✓ combines the tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

*BVSD World Languages  
Course Outline*

# Latin II

**Course Description:**

Latin II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of the 21<sup>st</sup> century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills** -- Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement** -- Latin helps students develop deductive and analytical skills which they can apply to other disciplines.
- **English Proficiency** -- Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective** -- Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. *Communication:* Communicate in a Classical Language.
2. *Culture:* Gain knowledge and understanding of Greco-Roman culture
3. *Connections:* Connect with other disciplines and expand knowledge.
4. *Comparisons:* Develop insight into own language and culture.
5. *Communities:* Participate in wider communities of language and culture.

**Adjectives:**

- comparative
- superlative

**Adverbs:**

- comparative
- superlative

**Correlative Conjunctions:**

- *aut...aut*
- *nec...nec*
- *et...et*

**Enclitics:**

- *-ne, -que, -cum*

**Indirect Statement**

**Plus Expansion of Level I Key Concepts**

**Nouns:**

- declensions
  - fourth
  - fifth
- genitive
  - partitive
- accusative
  - extent of time and space
  - subject of infinitive
- ablative
  - expression of time and agent

**Key Concepts & Structures**

**Oral Latin:**

- intermediate recitation

**Pronouns:**

- demonstrative
- interrogative
- relative

**Verbs:**

- conjugations
  - compounds of *esse, posse, adesse, abesse*
- deponent
- impersonal
- irregular verbs *o, eo, volo, nolo, malo*
- moods
  - imperative
  - indicative
  - infinitives
  - negative commands
  - participles
- voices
  - passive

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

1. Can I understand and communicate in Latin?
2. Can I explain Greco-Roman culture?
3. Can I connect my knowledge of Latin to other disciplines?
4. Am I developing insight into my own language and culture through Latin?
5. Do I participate in wider communities of Latin language and culture?

**Level II Topics:**

1. Bodies of Water
2. Etymology 2
3. Historical Figures 1
4. Islands & Provinces
5. Legends
6. Military Terms
7. Mythology 2
8. Wars
9. Plus Expansion of Level I Topics ...

**Level I Topics:**

1. Alphabet
2. Calendar 1
3. Etymology 1
4. Family & Daily Life
5. Geography
6. Historical Divisions
7. Meals & Clothing
8. Mythology 1
9. Names
10. Numbers
11. Rome

**Bodies of Water:**

- Rivers: Po, Rhine, Rhone, Rubicon
  - Seas: Adriatic, Aegean, Black
- ↳ *Connecting Topics:* All Topics

**Etymology 2:**

- Abbreviations and expressions
  - Derivatives and roots
  - Mottoes and proverbs
  - Prefixes and suffixes
- ↳ *Connecting Topics:* All Topics

**Historical Figures 1:**

- Augustus
  - Cato
  - Cleopatra
  - Hannibal
  - Julius Caesar
  - Marc Anthony
  - Pyrrhus
  - Spartacus
  - Vercingetorix
- ↳ *Connecting Topics:* Bodies of Water; Etymology 2; Islands & Provinces; Military Terms; Wars

**Islands & Provinces:**

- Aegyptus
  - Britannia
  - Creta
  - Gallia
  - Germania
  - Hispania
  - Sicilia
- ↳ *Connecting Topics:* Bodies of Water; Etymology 2; Historical Figures 1; Legends; Military Terms; Wars

**Legends:**

- Cincinnatus
  - Hannibal crosses the Rhone
  - Horatius at the bridge
  - Mucius Scaerola
  - Sacred Geese
- ↳ *Connecting Topics:* Bodies of Water; Etymology 2; Islands & Provinces; Military Terms; Mythology 2; Wars,

**Mythology 2:**

- Charon, Pluto and Proserpina
  - Daedalus and Icarus
  - Hercules
  - Heroes of the Trojan War
  - Jason and Medea
  - Minotaur and Chimaera
  - Odysseus
  - Perseus
  - Theseus
- ↳ *Connecting Topics:* Bodies of Water; Etymology 2; Legends; Wars

## Latin II Learning Experiences & Performance Indicators

Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.

Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.

**Wars:**

- Campaign against the Belgians and Veneti
  - First expedition to Britain
  - Gallic Wars
  - Helvetian Campaign
  - Punic
- ↳ *Connecting Topics:* All Topics

### Plus Expansion of Level I Topics and Key Concepts

## Latin II

### Performance Indicators

Topic	Communication
Bodies of Water	<ul style="list-style-type: none"> <li>Exchanges, interprets, locates, presents information, and explains the significance of bodies of water including rivers (Po, Phine, Phone, and Rubicon) and seas (Adriatic, Aegean, and Black Seas).</li> </ul>
Etymology 2	<ul style="list-style-type: none"> <li>Recognizes and uses Latin abbreviations and expressions.</li> <li>Recognizes and uses mottoes and proverbs.</li> <li>Recognizes and analyzes derivatives and roots.</li> <li>Recognizes and uses prefixes and suffixes.</li> <li>Recognizes and use elements of the Latin language to increase knowledge of their own language and culture.</li> </ul>
Historical Figures	<ul style="list-style-type: none"> <li>Explains and analyzes the significance and contributions of key figures in Roman history including Augustus, Cato, Cleopatra, Hannibal, Julius Caesar, Marc Anthony, Pyrrus, Spartacus, and Vercingetroix.</li> </ul>
Island and Provinces	<ul style="list-style-type: none"> <li>Locates and explains the significance of islands and provinces to Roman history including Britannia, Aegyptus, Creta, Gallia, Germania, Hispania, and Sicilia.</li> </ul>
Legends	<ul style="list-style-type: none"> <li>Explains and analyzes the significance and contributions of legends in Roman history including Cincinnatus, Hannibal crosses the Rhone, Horatius at the bridge, Mucius Scaerola, and Sacred Geese.</li> </ul>
Military Terms	<ul style="list-style-type: none"> <li>Exchanges, interprets and presents information regarding military terminology.</li> </ul>
Mythology 2	<ul style="list-style-type: none"> <li>Views, discusses and critically analyzes mythology from ancient culture and its influence on the modern world including Hercules, Jason and Medea, Perseus, and Odysseus.</li> </ul>
Wars	<ul style="list-style-type: none"> <li>Explains the key military battles in Roman history including the Gallic Wars, the Helevtian Campaign, and the British expedition.</li> </ul>

## Key Concepts and Structures

- Adjectives: comparative and superlative
- Pronouns: demonstrative, interrogative, relative
- Spoken Latin: pronunciation, classroom objects and directions, consonants, diphthongs, vowels, simple conversation
- Verbs: conjugations, deponents, impersonal, irregular, moods, voics
- Oral Latin: intermediate, recitation
- Indirect statement
- Enclitics: *-ne -que, -cum*
- Sentence Structure: negative, questions, statements
- Adverbs: comparative, superlative
- Correlative conjunction: *aut...aut, nec...nec, et...et*
- Nouns: declensions
- Nouns: genitive
- Nouns: accusative
- Nouns: ablative
- Adverbs: positive forms

# Latin III

## Standards for Classical Language Learning

### *BVSD Classical Languages Content Standards*

#### **Standard 1: Communication**

##### *Communicate in a Classical Language*

- 1.1 Students read, understand, and interpret Latin.
- 1.2 Students use orally, listen to, and write Latin as part of the language learning process.

#### **Standard 3: Connections**

##### *Connect with other disciplines and expand knowledge*

- 3.1 Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.
- 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.

#### **Standard 2: Culture**

##### *Gain knowledge and understanding of Greco-Roman culture*

- 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.
- 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

#### **Standard 4: Comparisons**

##### *Develop insight into own language and culture*

- 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

#### **Standard 5: Communities**

##### *Participate in wider communities of language and culture*

- 5.1 Students use their knowledge of Latin in a multilingual world.
- 5.2 Students use their knowledge of Roman culture in a world of diverse cultures.

## Essential Learning Results Level III (Intermediate)

### **Standard 1.1** *Students read, understand, and interpret Latin.*

To meet this standard, Level III students must...

- ✓ reads and understand passages of Latin composed for acquisition of content and language skills.
- ✓ reads and understand, with appropriate assistance, passages of Latin adapted from the original authors.
- ✓ reads and understand short unadapted passages of Latin when provided with appropriate assistance.
- ✓ demonstrates reading comprehension by interpreting the meaning of passages they read.
- ✓ recognizes some figures of speech and features of style of the authors they read.
- ✓ demonstrates a knowledge of vocabulary, inflectional systems, and syntax appropriate to their reading level.

### **Standard 1.2** *Students use orally, listen to, and write Latin as part of the language learning process.*

To meet this standard, Level III students must...

- ✓ reads Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard.
- ✓ responds appropriately to questions, statements, commands or other stimuli.
- ✓ write phrases and sentences in Latin.

### **Standard 2.1** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*

To meet this standard, Level III students must...

- ✓ demonstrates a knowledge of the daily life and thought of the ancient Romans, gained in part from the Latin texts they read, and apply that knowledge to an understanding of Roman culture.
- ✓ demonstrates a knowledge of the people and facts of Roman history and political life, gained in part from the Latin texts they read, and relate that knowledge to an understanding of Roman perspectives.

### **Standard 2.2** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

To meet this standard, Level III students must...

- ✓ relates their reading of selected texts, literary and non-literary, adapted and unadapted, to an understanding of Greek or Roman culture.
- ✓ demonstrates a knowledge of architectural styles, art forms, and artifacts of the Romans and use them in analyzing Roman culture.

### **Standard 5.1** *Students use their knowledge of Latin in a multilingual world.*

To meet this standard, Level III students must...

- ✓ combines the tools of technology with their classical language skills to communicate with other students in a global community.
- ✓ interacts with community members who are involved in a variety of careers to understand how they have used their study of Classical Languages.

## *BVSD Classical Languages Content Standards*

### **Standard 3.1** *Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*

To meet this standard, Level III students must...

- ✓ recognizes and make connections with Latin terminology in the sciences and technology.
- ✓ recognizes and make connections with Latin terminology in the social sciences and history.

### **Standard 3.2** *Students expand their knowledge through the reading of Latin and the study of ancient culture.*

To meet this standard, Level III students must...

- ✓ acquires information about the Greco-Roman world by reading adapted or selected Latin sources.
- ✓ connects their knowledge of ancient history and social and political systems to events and systems in the modern world.
- ✓ connects their knowledge of the Latin language to their knowledge of literature and artistic achievement.

### **Standard 4.1** *Students recognize and use elements of the Latin language to increase knowledge of their own language.*

To meet this standard, Level III students must...

- ✓ demonstrates the relationship of Latin words to their derivatives and cognates in English.
- ✓ demonstrates an increased use of English words from or related to Latin.
- ✓ compares and contrast the language patterns and grammar of Latin to the structure and grammar of English.

### **Standard 4.2** *Students compare and contrast their own culture with that of the Greco-Roman world.*

To meet this standard, Level III students must...

- ✓ identifies elements in their own art and literature that have their basis in the Greco-Roman world.
- ✓ reflect son classical influence on the political institutions, law and history of their own culture.
- ✓ recognizes in their reading of modern stories and literature the influence of the myths and literature of the ancient world.

### **Standard 5.2** *Students use their knowledge of Greco-Roman culture in a world of diverse cultures.*

To meet this standard, Level III students must...

- ✓ compares the issues that reveal cultural differences in the ancient world with similar issues in modern cultures.
- ✓ combines the tools of technology with their knowledge of Greco-Roman culture to share cultural experiences.

## BVSD World Languages Course Outline

# Latin III

### Course Description:

Latin III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of the 21<sup>st</sup> century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills** -- Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement** -- Latin helps students develop deductive and analytical skills which they can apply to other disciplines.
- **English Proficiency** -- Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective** -- Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

### Instructional Strategies:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. **Communication:** Communicate in a Classical Language.
2. **Culture:** Gain knowledge and understanding of Greco-Roman culture.
3. **Connections:** Connect with other disciplines and expand knowledge.
4. **Comparisons:** Develop insight into own language and culture.
5. **Communities:** Participate in wider communities of language and culture.

### Nouns:

- specialized uses
  - ablative
  - accusative
  - dative
  - genitive
  - locative

### Pronouns:

- indefinite
- reflexive

### Verbs:

- ablative absolute
- impersonal
- subjunctive
  - *cum* clauses
  - fear clauses
  - *qui* clauses
- independent uses
- indirect questions
- indirect commands
- purpose
- result

### Key Concepts & Structures

### Oral Latin:

- dialogues
- monologues
- oratory
- plays
- prose
- recitation

### Verb Forms:

- active periphrastic
- gerunds
- gerundives
- passive periphrastic
- supine

### Plus Expansion of Levels II and I Key Concepts

### Student self-assessment:

Based on the **Standards**, **Topics** and **Key Concepts and Structures** listed here, students should ask themselves:

1. Can I understand and communicate in Latin?
2. Can I explain Greco-Roman culture?
3. Can I connect my knowledge of Latin to other disciplines?
4. Am I developing insight into my own language and culture through Latin?
5. Do I participate in wider communities of Latin language and culture?

### Level III Topics:

1. Battles
2. Calendar 2
3. Cities, Mountains & Rivers
4. Etymology 3
5. Government Magistrates
6. Historical Figures 2
7. Literary Genres
8. Mythology 3
9. Regions of Italy
10. Plus Expansion of Levels II and I Topics ...

### Level II Topics:

1. Bodies of Water
2. Etymology 2
3. Historical Figures 1
4. Islands & Provinces
5. Legends
6. Military Terms
7. Mythology 2
8. Wars

### Level I Topics:

1. Alphabet
2. Calendar 1
3. Etymology 1
4. Family & Daily Life
5. Geography
6. Historical Divisions
7. Meals & Clothing
8. Mythology 1
9. Names
10. Numbers
11. Rome

**Battles:**

- Civil wars: Marius and Sulla, Caesar and Pompey
- Pharsalus
- Actium
- ↳ *Connecting Topics:* Calendar 2; Cities, Mountains & Rivers; Etymology 3; Government Magistrates; Historical Figures 2; Regions of Italy

**Calendar 2:**

- *Ante diem*
- Correspondence
- Dating
- Ides
- *Kalends*
- *Nones*
- *Pridie*
- ↳ *Connecting Topics:* Battles; Cities, Mountains & Rivers; Etymology 3; Historical Figures 2; Literary Genres; Mythology 3

**Cities, Mountains & Rivers:**

- Alexandria
- Alps
- Delphi
- Nile
- Pyrenees
- ↳ *Connecting Topics:* Battles; Calendar 2; Etymology 3; Literary Genres

**Etymology 3:**

- Legal terms
- Scientific terms
- ↳ *Connecting Topics:* All Topics

**Government Magistrates:**

- *cursus honorum*
- *aedile*
- *quaestor*
- *ensor*
- *senator*
- *consul*
- *praetor*
- *proconsul*
- *dictator*
- *tribune*
- *pontifex maximus*
- *augures*
- ↳ *Connecting Topics:* Battles; Etymology 3; Historical Figures 2; Literary Genres; Regions of Italy

## Latin III Learning Experiences & Performance Indicators

Reading, writing, speaking  
and listening are essential  
skills employed in the study  
of a  
Classical Language.

Reading authentic and  
increasingly challenging  
Latin materials provides  
students the opportunity to  
acquire a wider perspective  
on the human experience.

**Historical Figures 2:**

- Catiline
- Cicero
- Julius Caesar
- Marius and Sulla
- Octavian (Augustus)
- ↳ *Connecting Topics:* Battles; Calendar 2; Etymology 3; Government Magistrates; Literary Genres

**Literary Genres:**

- Golden Age prose authors, *e.g.* Catullus, Homer, Ovid, Vergil
- Silver Age prose authors, *e.g.* Juvenal, Martial, Seneca
- Figures of speech common in prose: alliteration, anaphora, hyperbole, irony, simile
- ↳ *Connecting Topics:* Calendar 2; Cities, Mountains & Rivers; Etymology 3; Government Magistrates; Historical Figures 2; Mythology 3

**Mythology 3:**

- Atalanta
- Centaurs
- Echo and Narcissus
- Fates
- Muses
- Nymphs
- Satyrs
- ↳ *Connecting Topics:* Calendar 2; Etymology 3; Literary Genres; Regions of Italy

**Regions of Italy:**

- Campania
- Etruria
- Latium
- ↳ *Connecting Topics:* Battles; Etymology 3; Government Magistrates; Mythology 3

**Plus Expansion of  
Levels II and I  
Topics and Key Concepts**

## Latin III

### Performance Indicators

Topic	Communication
Battles	<ul style="list-style-type: none"> <li>• Interprets information about the Roman military battles and explains their impact on ancient civilization through by reading and viewing Latin literary and non-literary sources.</li> <li>• Explains the significance of civil wars and the impact on leadership.</li> </ul>
Calendar 2	<ul style="list-style-type: none"> <li>• Explains the significance of key Latin word and phrases to describe time.</li> <li>• Exchanges, interprets, and presents information about time in the context of correspondence and important historical dates and events.</li> </ul>
Etymology 3	<ul style="list-style-type: none"> <li>• Applies the relationship of Latin words to their derivatives in English.</li> <li>• Exchanges, interprets, and presents information using legal terms.</li> <li>• Exchanges, interprets, and presents information using scientific terms.</li> </ul>
Cities, Mountains, and Rivers	<ul style="list-style-type: none"> <li>• Explains and analyzes the significance of geographical locations in Roman civilization including Alexandria, the Alps, Delphi, the Nile, and the Pyrenees.</li> </ul>
Government Magistrates	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about the roles and responsibilities of positions in the Roman government.</li> </ul>
Historical Figures 2	<ul style="list-style-type: none"> <li>• Interprets Latin literary and non-literary works to analyze and explain the significance and contributions of key historical figures including Catiline, Cicero, Julius Ceasar, Marius and Sulla, and Octavian.</li> </ul>
Literary Genres	<ul style="list-style-type: none"> <li>• Reads, listens, discusses, and critically analyzes increasingly challenging literary works including Golden and Silver Age prose authors.</li> <li>• Recognizes figures of speech and features of style in Latin literary works including alliteration, anaphora, hyperbole, irony, and simile.</li> </ul>
Mythology	<ul style="list-style-type: none"> <li>• Reads and interprets a variety of works from mythology and analyzes the social, political, and historical implications of the work(s) read.</li> </ul>

## Latin III

### Performance Indicators (continued)

#### Topic

#### Communication

Regions of Italy

- Compares and contrasts the regions of Italy for their social, political, economic, and historical influence: Campania, Etruria, and Latium.

### Key Concepts and Structures

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Pronouns: indefinite and reflexive</li> <li>• Adverbs: comparative, superlative</li> <li>• Verb forms: active periphrastic, gerunds, gerundives, passive periphrastic, supine</li> <li>• Verbs: impersonal</li> </ul> | <ul style="list-style-type: none"> <li>• Verbs: ablative absolute</li> <li>• Verbs: subjunctive (<i>cum</i> clauses; fear clauses; <i>qui</i> clauses; independent uses; indirect questions; indirect commands; purpose; result)</li> <li>• Oral Latin: dialogues, monologues, oratory, plays, prose, recitation</li> </ul> |
|--|---|

# Latin IV

## Standards for Classical Language Learning

### *BVSD Classical Languages Content Standards*

#### **Standard 1: Communication**

##### ***Communicate in a Classical Language***

- 1.1 Students read, understand, and interpret Latin.*
- 1.2 Students use orally, listen to, and write Latin as part of the language learning process.*

#### **Standard 3: Connections**

##### ***Connect with other disciplines and expand knowledge***

- 3.1 Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*
- 3.2 Students expand their knowledge through the reading of Latin and the study of ancient culture.*

#### **Standard 2: Culture**

##### ***Gain knowledge and understanding of Greco-Roman culture***

- 2.1 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*
- 2.2 Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

#### **Standard 4: Comparisons**

##### ***Develop insight into own language and culture***

- 4.1 Students recognize and use elements of the Latin language to increase knowledge of their own language.*
- 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.*

#### **Standard 5: Communities**

##### ***Participate in wider communities of language and culture***

- 5.1 Students use their knowledge of Latin in a multilingual world.*
- 5.2 Students use their knowledge of Roman culture in a world of diverse cultures.*

## Essential Learning Results Level IV (Advanced)

### *BVSD Classical Languages Content Standards*

#### **Standard 1.1** *Students read, understand, and interpret Latin.*

To meet this standard, Level IV students must...

- √ reads and understand prose and poetry of selected authors with appropriate assistance.
- √ interprets the meaning of the passages they read.
- √ recognizes, explain and interpret content and features of style and meter of the authors they read.
- √ demonstrates a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors they read.

#### **Standard 1.2** *Students use orally, listen to, and write Latin as part of the language learning process.*

To meet this standard, Level IV students must...

- √ reads Latin prose and poetry aloud with attention to such features as metrical structure, meaningful phrase grouping, and appropriate voice inflection.
- √ responds appropriately to more complex spoken and written Latin.
- √ writes passages of connected sentences in Latin.

#### **Standard 2.1** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.*

To meet this standard, Level IV students must...

- √ demonstrates a broad knowledge of Roman history, customs, and private and political life, gained from their reading of Latin authors, and use that knowledge in analyzing Roman culture.
- √ demonstrates knowledge of philosophy, religion, and the arts of the ancient Romans, gained from their reading of Latin authors, and relate that knowledge to an understanding of Roman perspectives.

#### **Standard 2.2** *Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.*

To meet this standard, Level IV students must...

- √ demonstrates knowledge of an author, a genre, and/or a literary period gained from authentic materials and unadapted texts in Latin and apply it to an understanding of Roman culture.
- √ demonstrates a knowledge of archaeological evidence, art forms, and artifacts of the Romans and use it in analyzing Roman culture.

#### **Standard 3.1** *Students reinforce and further their knowledge of other disciplines through their study of Classical Languages.*

To meet this standard, Level IV students must...

- √ demonstrates in their written and spoken vocabulary a knowledge of philosophical, legal, artistic, and musical terms associated with Latin.
- √ demonstrates their knowledge of Latin terminology in the social sciences and history.

#### **Standard 3.2** *Students expand their knowledge through the reading of Latin and the study of ancient culture.*

To meet this standard, Level IV students must...

- √ acquires information about the Greco-Roman world by reading Latin and non-literary sources.
- √ transfers their knowledge of Latin literature to their understanding of world literature.
- √ demonstrates their knowledge of the influence of Greco-Roman mythology, history, social and political systems, and artistic achievements on world cultures.

#### **Standard 4.1** *Students recognize and use elements of the Latin language to increase knowledge of their own language.*

To meet this standard, Level IV students must...

- √ demonstrates the relationship of Latin words to their derivatives and cognates in English and apply some principles of word building and word transfer.
- √ demonstrates an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin.

#### **Standard 4.2** *Students compare and contrast their own culture with that of the Greco-Roman world.*

To meet this standard, Level IV students must...

- √ recognizes the influence of Greco-Roman history, private and public life, art, and architecture on their own world, and make comparisons and draw conclusions based on that knowledge.
- √ compares and contrast elements of the literature, mythology and philosophy of their own world with those of the ancient world.

#### **Standard 5.1** *Students use their knowledge of Latin in a multilingual world.*

To meet this standard, Level IV students must...

- √ uses their knowledge of Latin in communicating within the student and adult community of Classical Language learners.
- √ uses their knowledge of Latin in learning other languages.

#### **Standard 5.2** *Students use their knowledge of Greco-Roman culture in a world of diverse cultures.*

To meet this standard, Level IV students must...

- √ participates in the community of classical scholars in cultural events, contests, lectures, and scholarship.
- √ shows evidence of connecting the past to the present by applying their knowledge of ancient cultures to their own thoughts and actions.

*BVSD World Languages Course Outline*

# Latin IV

**Course Description:**

Latin IV is taught exclusively in Latin. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of the 21<sup>st</sup> century. Studying a Classical Language will equip them to participate in our global community and empower them to meet those challenges.

- **Lifelong Skills** -- Latin provides students with basic life-long skills which enable them to function as literate, intelligent and valuable members of society.
- **Higher Achievement** -- Latin helps students develop deductive and analytical skills which they can apply to other disciplines.
- **English Proficiency** -- Latin equips students with an effective way to learn and use the English language confidently.
- **Multicultural Perspective** -- Studying Latin can open doors not only to other languages, but also to other cultures, peoples and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. **Communication:** Communicate in a Classical Language.
2. **Culture:** Gain knowledge and understanding of Greco-Roman culture.
3. **Connections:** Connect with other disciplines and expand knowledge.
4. **Comparisons:** Develop insight into own language and culture.
5. **Communities:** Participate in wider communities of language and culture.

**Figures of Speech:**

- alliteration
- anaphora
- anastrophe
- aposiopesis
- chiasmus
- hysteron proteron
- metaphor
- onomatopoeia
- personification
- simile
- synchysis
- zeugma

**Literary Grammatical**

- Forms:**
- defective verbs
  - poetic perfect
  - syncopated forms

**Oral Latin:**

- recitation
  - poetry
- sight reading
  - poetry
  - prose

**Key Concepts & Structures**

**Literary Analysis:**

- motif
- theme
- structure

**Metrical Patterns:**

- dactylic hexameter
- heroic couplets
- hendecasyllabic verse
- scansion

**Plus Expansion of Levels III, II & I Key Concepts**

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

1. Can I understand and communicate in Latin?
2. Can I explain Greco-Roman culture?
3. Can I connect my knowledge of Latin to other disciplines?
4. Am I developing insight into my own language and culture through Latin?
5. Do I participate in wider communities of Latin language and culture?

**Level III Topics:**

1. Battles
2. Calendar 2
3. Cities, Mountains & Rivers
4. Etymology 3
5. Government Magistrates
6. Historical Figures 2
7. Literary Genres
8. Mythology 3
9. Regions of Italy

**Level II Topics:**

1. Bodies of Water
2. Etymology 2
3. Historical Figures 1
4. Islands & Provinces
5. Legends
6. Military Terms
7. Mythology 2
8. Wars

**Level I Topics:**

1. Alphabet
2. Calendar 1
3. Etymology 1
4. Family & Daily Life
5. Geography
6. Historical Divisions
7. Meals & Clothing
8. Mythology 1
9. Names
10. Numbers
11. Rome

**Level IV Topics:**

1. Etymology 4
2. Historical Figures 3
3. Mythology 4
4. Philosophies
5. Poetic Places
6. Poetry
7. Role of the Prophets
8. Roman Perspectives & Values
9. Plus Expansion of Levels III, II, and I Topics

**Etymology 4:**

- Derivatives based on literary texts
  - Collegiate mottoes
  - Famous quotes from Latin literature
- ↳ *Connecting Topics:* All topics

**Historical Figures 3:**

- Caesar Augustus
  - Catullus
  - Constantine
  - Hadrian
  - Horace
  - Maecenas
  - Nero
  - Ovid
  - Trajan
  - Vergil
- ↳ *Connecting Topics:* All Topics

**Mythology 4:**

- Tales of lovers: Baucis & Philemon, Cupid & Psyche, Orpheus & Eurydice, Pyramus & Thisbe
- ↳ *Connecting Topics:* Etymology 4; Historical Figures 3; Poetic Places; Role of the Prophets

**Philosophies:**

- Epicurean
  - Stoic
- ↳ *Connecting Topics:* Etymology 4; Historical Figures 3; Poetic Places; Roman Perspectives & Values

**Poetic Places:**

- Atlas Mountains
  - Bithynia
  - Cyprus
  - Ithaca
  - Mount Parnassus
  - Mycenae
  - Phoenicia
- ↳ *Connecting Topics:* Etymology 4; Historical Figures 3; Mythology 4; Philosophies; Poetry; Role of the Prophets

**Role of the Prophets:**

- Cumaean Sibyl
  - Delphic Oracle
- ↳ *Connecting Topics:* Etymology 4; Mythology 4; Poetic Places

**Roman Perspectives & Values:**

- *des*
  - *gravitas*
  - *pietas*
  - *virtus*
- ↳ *Connecting Topics:* Etymology 4; Historical Figures 3; Philosophies

**Latin IV Learning Experiences & Performance Indicators**

Reading, writing, speaking and listening are essential skills employed in the study of a Classical Language.

Reading authentic and increasingly challenging Latin materials provides students the opportunity to acquire a wider perspective on the human experience.

**Plus Expansion of Levels III, II and I Topics and Key Concepts**

**Poetry:**

- Epic poetry
  - Lyric poetry
  - Meter
  - Scansion
- ↳ *Connecting Topics:* Etymology 4; Historical Figures 3; Poetic Places

## Latin IV Performance Indicators

Topic	Communication
Etymology 4	<ul style="list-style-type: none"> <li>• Reads literary texts and applies the relationship of Latin words to their derivatives in English.</li> <li>• Exchanges, interprets, and presents information using collegiate mottoes.</li> <li>• Reads and interprets famous quotes from Latin literature and explains their significance in ancient culture as well as their influence in the modern world.</li> </ul>
Historical Figures 3	<ul style="list-style-type: none"> <li>• Interprets Latin literary and non-literary works to analyze the significance and contributions of key historical figures including Caesar Augustus, Hadrian, Ovid, and Vergil.</li> </ul>
Mythology 4	<ul style="list-style-type: none"> <li>• Reads and interprets a variety of tales of lovers from mythology and analyzes the social, political, and historical implications of the work(s) read.</li> </ul>
Philosophies	<ul style="list-style-type: none"> <li>• Through literary and non-literary works, explains the Epicurean and Stoic philosophies and how they were reflected in the practices and perspectives of ancient culture.</li> </ul>
Poetic Places	<ul style="list-style-type: none"> <li>• Explains and analyzes the social, political, and historical influence of geographic locations in ancient culture including Cyprus, Phoenicia, and Ithaca.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Reads, listens, discusses, and critically analyzes epic and lyric poetry.</li> <li>• Analyzes features of scansion and/or meter in Latin texts</li> </ul>
Role of the Prophets	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about the role of Cumean Sibyl and Delphic Oracle in ancient culture.</li> </ul>
Roman Perspectives and Values	<ul style="list-style-type: none"> <li>• Interprets Latin literary and non-literary works to analyze Roman perspectives and values including <i>des</i>, <i>gravitas</i>, <i>pietas</i>, and <i>virtus</i></li> </ul>

### Key Concepts and Structures

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Figures of speech: alliteration; anaphora; anastrophe; apostrophe; chiasmus; hysteron proteron; metaphor; onomatopoeia; personification; simile; synchysis; zeugma</li> <li>• Literary grammatical forms: defective verbs, poetic perfect, syncopated forms gerunds, gerundives, passive periphrastic, supine</li> </ul> | <ul style="list-style-type: none"> <li>• Metrical patterns: dactylic hexameter, heroic couplets, hendecasyllic verse, scansion</li> <li>• Oral Latin: recitation (poetry) and sight reading (poetry and prose)</li> <li>• Literary analysis: motif, theme and structure</li> </ul> |
|---|--|

# Spanish

# Spanish I

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Levels I (Beginning)

### *BVSD World Languages Content Standards*

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level I student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level I student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level I student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level I student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level I student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

*BVSD World Languages Course Outline*

# Spanish I

### Course Description:

Spanish I introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises.

### Course beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

#### Adjectives:

- agreement
- placement
- possessives

#### Nouns:

- gender
- number

#### Pronouns:

- direct object
- indirect object
- subject

#### Pronunciation:

- basic pronunciation and intonation

#### Articles:

- definite
- indefinite

#### Prepositions, Contractions, Personal "a"

#### Cognates:

- false cognates

#### Sentence Structure:

- negatives
- interrogatives
- questions
- statements
- word order

## Key Concepts & Structures

#### Culture:

- Students know and are able to:
- observe and identify everyday cultural practices.
  - distinguish similarities and differences among cultures.
  - use culturally appropriate gestures and oral expressions.
  - listen to or read materials in the language from the cultures being studied.

#### Verbs:

- present tense
  - regular
  - irregular
- stem changing
- regular *tú* commands
- verb + infinitive
- present progressive
- *gustar*-type verbs
- *tener* expressions

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts** listed here, students should ask themselves ...

- 1.1 *Listening*: Can I understand Spanish when I hear it?
- 1.2 *Speaking*: Can I speak Spanish with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in Spanish?
- 1.4 *Writing*: Can I write Spanish for different purposes?
- 2 *Culture*: Can I use my knowledge of Spanish-speaking cultures?

**Alphabet:**

- Knowledge and use of the alphabet to understand and communicate spelling
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Distinguishing characteristics of the writing system

**Classroom Objects:**

- Names, colors, size of classroom objects
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- 🌐 *Culture:* Personal supplies

**Clothing:**

- Different types of clothing
- Shopping
- Color and cost
- Appropriate times to wear certain clothes
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Clothing in the culture, folkloric costumes

**Colors:**

- Description of objects
- Preferences
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations
- 🌐 *Culture:* Color in the culture

**Daily Activities:**

- Students' daily activities
- Daily activities of others
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Sports

**Days, Months, Dates & Time:**

- Names of the days of the week and the months of the year
- Dates of events, holidays, activities, and celebrations
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Appropriate food and drink during certain seasons, holidays and occasions

## Spanish I Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Family:**

- Description of immediate family
- ↳ *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- 🌐 *Culture:* Importance of the family and family events

**Foods & Beverages:**

- Common foods and beverages
- Basic opinions
- Description
- ↳ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- 🌐 *Culture:* Specific foods and the occasions on which they are consumed; ordering and paying in restaurants

**Greetings, Farewells & Personal Information:**

- Types of greetings
- Exchange of appropriate personal information
- Types of farewells
- ↳ *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family
- 🌐 *Culture:* Appropriate gestures and forms of address used

**Numbers:**

- 0-100
- Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Currencies; exchange rates; Metric and English systems

**Places & Locations:**

- Common building names, e.g. library, museum, store, station
- Common geographic words, e.g. lake, mountain, park, state, country
- ↳ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Seasons & Weather
- 🌐 *Culture:* Visits to places and locations for business and pleasure

**Seasons & Weather:**

- Names of seasons
- Different kinds of weather
- ↳ *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- 🌐 *Culture:* Similarities and differences; holidays

## Spanish I Performance Indicators

Topic	Communication	Culture
Alphabet	<ul style="list-style-type: none"> <li>• Uses the Spanish alphabet and marking system to pronounce, understand and spell words.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes the characteristics of the Spanish writing system.</li> </ul>
Classroom Objects	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to the classroom objects using name, color, and size.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes personal supplies used in the classroom.</li> </ul>
Clothing	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information related to clothing in terms of different types, shopping, color, cost, and appropriateness based on daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the influence of culture on clothing choices.</li> <li>• Describes folkloric costumes.</li> </ul>
Colors	<ul style="list-style-type: none"> <li>• Uses color to describe objects and present information regarding likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the use of color in the culture.</li> </ul>
Daily Activities	<ul style="list-style-type: none"> <li>• Listens, speaks, reads, and writes about daily activities.</li> <li>• Exchanges, interprets, and presents information related to the daily activities of other.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes typical leisure time activities in Spanish-speaking countries.</li> </ul>
Days, Months, Dates, and Time	<ul style="list-style-type: none"> <li>• Interprets, speaks, reads and writes the names of the days of the week and the months of the year.</li> <li>• Interprets, speaks, reads, and writes about events, holidays, activities, and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes appropriate food and drink during certain seasons, holidays, and occasions.</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Exchanges information about the immediate family.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of family and family events in a Spanish-speaking country.</li> </ul>

## Spanish I

### Performance Indicators (continued)

Topic	Communication	Culture
Food and Beverages	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about common foods and beverages.</li> <li>Describes food likes and dislikes.</li> <li>Describes eating customs and food groups.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies typical food items from Spanish-speaking cultures and special events in which they may be consumed.</li> <li>Describes how to order and pay in restaurants.</li> </ul>
Greetings, Farewells, and Personal Information	<ul style="list-style-type: none"> <li>Describes, interprets, and engages in a variety of greetings.</li> <li>Exchanges personal information about self.</li> <li>Describes, interprets, and engaging in a variety of farewells.</li> </ul>	<ul style="list-style-type: none"> <li>Describes appropriate cultural forms of address (formal and informal) and gestures.</li> </ul>
Numbers	<ul style="list-style-type: none"> <li>Exchanges, interprets and presents information regarding numbers 0-100 in the context of date, time, counting, telephone numbers, addresses, currency, shopping, prices, and age.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the Metric and English system.</li> <li>Describes the currency system in Spanish-speaking countries and exchange rates.</li> </ul>
Places and Locations	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about common building names including library, museum, store, and station.</li> <li>Exchanges, interprets, and presents information about common geographic words including lake, mountain, park, state, country.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes typical places for visits and locations for business in a Spanish-speaking country.</li> </ul>
Seasons and Weather	<ul style="list-style-type: none"> <li>Names and describes the seasons in the context of weather.</li> </ul>	<ul style="list-style-type: none"> <li>Compares seasons and weather in Spanish-speaking cultures to one's own.</li> <li>Describes holidays and their activities in each season.</li> </ul>

## Key Concepts and Structures

- Adjectives; agreement, placement, possessive
- False cognates
- Number and gender in nouns
- Basic pronunciation and intonation
- Negatives, interrogatives, questions, statements and word order in sentence structure
- Pronouns: direct object, indirect object, subject
- Regular and irregular verbs in present tense
- Culture
- Stem changing verbs
- Regular *tú* commands
- Verb + infinitive
- Present progressive verbs
- *Gustar*-type verbs
- *Tener* expressions
- Prepositions, contractions, personal “a”
- Imperative verbs
- Definite and indefinite articles

# Spanish II

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level II (Beginning)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level II student:

- √ comprehends common learned words, expressions and cognates when hearing the World Language spoken.
- √ selects language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level II student:

- √ uses learned basic pronunciation and intonation patterns.
- √ uses learned vocabulary and phrases to speak in predictable, familiar situations.
- √ expresses personal opinions and desires with learned phrases.
- √ describes everyday topics using appropriate vocabulary and grammatical structures.
- √ asks and answers simple questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard a Level II student:

- √ observes and identifies everyday cultural practices.
- √ distinguishes similarities and differences among cultures.
- √ uses culturally appropriate gestures and oral expressions.
- √ listens to or reads materials in the language from the cultures being studied.

## BVSD World Languages Content Standards

### New Century Graduate Standards for Second Language Acquisition

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level II student:

- √ recognizes cognates and commonly used expressions.
- √ infers meaning of unfamiliar words and phrases from contexts.
- √ demonstrates general comprehension of reading materials based on familiar vocabulary and situations.
- √ recognizes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level II student:

- √ writes about everyday topics and/or expresses personal opinions and desires using learned vocabulary and grammatical structures.
- √ writes to obtain information from a variety of sources.
- √ reports information to a variety of audiences.
- √ proofreads and rewrites own work.
- √ uses appropriate grammar, spelling, capitalization and punctuation.

*BVSD World Languages Course Outline*

# Spanish II

**Course Description:**

Spanish II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening:* Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking:* Students speak for a variety of purposes and audiences.
  - 1.3 *Reading:* Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing:* Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

**Adjectives:**

- comparative
- demonstrative
- possessive
- superlative

**Adverbs:**

- creating adverbs from adjectives

**Verbs:**

- past tense
  - imperfect
    - » regular
    - » irregular
  - preterite
    - » regular
    - » irregular
- commands
- reflexive

**Key Concepts & Structures**

**Idiomatic Structures:**

- *había una vez*
- *hace... que*

**Pronouns:**

- demonstrative
- direct object
- indirect object
- object of a preposition
- possessive

**Pronunciation:**

- sound
- discrimination

**Negative:**

- ningun/o/a

**Plus Expansion of Level I Key Concepts**

**Culture:**

- Students know and are able to ...
- observe and identify everyday cultural practices.
  - distinguish similarities and differences among cultures.
  - use culturally appropriate gestures and oral expressions.
  - listen to or read materials in the language from the cultures being studied.

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves ...

- 1.1 *Listening:* Can I understand Spanish when I hear it?
- 1.2 *Speaking:* Can I speak Spanish with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Spanish?
- 1.4 *Writing:* Can I write Spanish for different purposes?
- 2 *Culture:* Can I use my knowledge of Spanish-speaking cultures?

**Level II Topics:**

1. Body Parts, Health, & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics ...

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Body Parts, Health & Fitness:**

- Identification of body parts
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Medical care and diet

**Directions:**

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- 🌐 *Culture:* Metric system for travel and cooking; transportation alternatives

**Shopping:**

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

**Daily Routines:**

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**Spanish II**  
**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**Sports:**

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Popularity of sports; game rules

**Description of People, Personalities & Nationalities:**

- Physical and personality attributes
- Fashion
- Professions
- Word formations when referring to nationalities
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

**Leisure Time:**

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences

**Travel & Transportation:**

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**Dining Out:**

- Table settings
- Table conversation
- Toasting
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

**School Schedule:**

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of Level I Topics and Key Concepts**

## Spanish II Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>Identifies and presents information on basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Exchanges, interprets, and presents information on fitness activities and diet.</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts cultural practices in areas of medical care and diet.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in personal routines.</li> </ul>
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions.</li> <li>Applies correct word formations when referring to nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in celebrations.</li> <li>Explain the influence of culture on clothing and clothing in folkloric activities.</li> <li>Identifies famous historical, literary, or artistic Spanish-speaking personalities.</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Exchanges, interprets, and describes table settings and table conversations.</li> <li>Describes a toast in the context celebrations and appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Spanish-speaking cultures.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>Describes similarities and differences between Metric and English Systems and applies the vocabularies of both.</li> <li>Exchanges, interprets and presents information using numbers 101-1000.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies transportation alternatives in Spanish-speaking cultures.</li> <li>Describes travel and cooking using the metric system.</li> </ul>

## Spanish II

### Performance Indicators (continued)

Topic	Communication	Culture
Leisure Time	<ul style="list-style-type: none"> <li>• Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts leisure time activities in Spanish-speaking cultures to ones' own.</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information about course schedules including names and order of classes.</li> <li>• Provides information regarding personal preferences about courses.</li> <li>• Describes locations within the school building.</li> <li>• Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in schooling in Spanish-speaking cultures and ones' own.</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>• Describes types of stores and merchandise available in a Spanish- speaking country.</li> <li>• Presents personal preferences for style and design of clothing, food and beverages.</li> <li>• Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the influence of culture on fashion.</li> <li>• Describes seasonal availability of merchandise.</li> <li>• Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Spanish-speaking countries.</li> </ul>

## Spanish II Performance Indicators (continued)

Topic	Communication	Culture
Sports	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>• Presents information on personal preferences for sporting activities.</li> <li>• Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the organization of team sports including game rules in a Spanish-speaking country.</li> <li>• Compares the popularity of sports in Spanish-speaking countries and the U.S.</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>• Describes local travel.</li> <li>• Describes locations using geographic names.</li> <li>• Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>• Follows oral and written directions to a specified location.</li> <li>• Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>• Exchanges, interprets, and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</li> </ul>

### Key Concepts and Structures

- Adjectives: comparative, demonstrative, possessive, and superlative
- Ningun/o/a
- Sound and discrimination in pronunciation
- Creating adverbs from adjectives
- Pronouns: demonstrative, direct object, indirect object, object of a preposition, possessive
- Idiomatic expressions with *haber una vez, hace . . . que*
- Verbs: past tense imperfect (regular and irregular) and past tense preterite (regular and irregular)
- Verbs: commands and reflexive

# Spanish III

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

**BVSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level III (Intermediate)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level III student:

- √ identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics.
- √ obtains meaning from simple conversations.
- √ identifies the main idea or specific information from a variety of sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level III student:

- √ applies learned basic pronunciation and intonation patterns.
- √ describes and narrates using learned vocabulary.
- √ expresses and supports personal opinions
- √ maintains brief conversations on familiar topics.
- √ asks and answers questions.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level III student:

- √ discusses and writes about components of the social patterns being studied.
- √ uses culturally appropriate language and gestures to interact with peers and adults
- √ writes in a culturally appropriate manner in learned situations.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level III student:

- √ identifies and restates main ideas of reading selections based on familiar vocabulary.
- √ infers meaning of unfamiliar words and phrases from context.
- √ responds to reading selections.
- √ analyzes cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level III student:

- √ uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions.
- √ writes to obtain and report information using expanded vocabulary and grammatical structures.
- √ develops and organizes ideas by planning, drafting, proofreading and editing their own work and that of others.

*BVSD World Languages Course Outline*

# Spanish III

### Course Description:

Spanish III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Adjectives:

- possessive
  - long
  - short

### Nouns:

- irregular endings
  - masculine ending in 'a'

### Conjunctions:

- *pero vs sino*
- with subjunctive

### Pronouns:

- demonstrative
- possessive
- reflexive
- single and double object

### Pronunciation:

- sound discrimination

### Verbs:

- all command forms
- conditional
- "gustar-like" verbs
- future
- imperfect vs preterite
- passive voice
- present and past perfect
- present and past progressive
- present subjunctive

## Key Concepts & Structures

### Prepositions:

- *por vs para*

## Plus Expansion of Levels II and I Key Concepts

### Culture:

- Students know and are able to ...
- discuss and write about components of the social patterns being studied.
  - use culturally appropriate language and gestures to interact with peers and adults.
  - write in a culturally appropriate manner in learned situations

### Level III Topics:

1. Arts & Entertainment
2. Body & Health
3. Careers
4. Ecology
5. Extended Family
6. History
7. House & Home
8. Literature
9. Media & Technology
10. Plus Expansion of Levels II and I Topics

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Student self-assessment:

- Based on the **Standards, Topics and Key Concepts** listed here, students should ask themselves ...
- 1.1 *Listening*: Can I understand Spanish when I hear it?
  - 1.2 *Speaking*: Can I speak Spanish with a variety of people?
  - 1.3 *Reading*: Can I read a variety of materials in Spanish?
  - 1.4 *Writing*: Can I write Spanish for different purposes?
  - 2 *Culture*: Can I use my knowledge of Spanish-speaking cultures?

**Arts & Entertainment:**

- Art, dance, music, theatre
- ↳ *Connecting Topics:* Careers; Extended Family; History; House & Home; Literature; Media & Technology
- 🌐 *Culture:* Famous people

**Body & Health:**

- Internal organs
- Medical terminology and emergencies
- Health and wellness
- Exercise
- ↳ *Connecting Topics:* Ecology
- 🌐 *Culture:* Pharmaceutical regulations

**Careers:**

- Professions
- Education and training
- Tools of the trade
- ↳ *Connecting Topics:* Arts & Entertainment; Media & Technology
- 🌐 *Culture:* Systems of education; benefits of multilingualism

**Ecology:**

- Environment, flora, fauna and natural resources
- Ecosystems and ecotourism
- Pollution and recycling
- Advanced weather vocabulary
- ↳ *Connecting Topics:* Body & Health; History; Media & Technology
- 🌐 *Culture:* Extreme weather and natural disasters; similarities and differences of flora and fauna in the Spanish-speaking world

**Extended Family:**

- Personal and holiday celebrations
- Toasts and expressions of congratulations
- ↳ *Connecting Topics:* Arts & Entertainment; House & Home; Media & Technology
- 🌐 *Culture:* *Quinceañera*; graduation; *Día de los Muertos*; parenting; religious and indigenous origins of holidays and celebrations; marriage and divorce; caring for the elderly; meal-time expressions

## Spanish III Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**History:**

- Introduction to historical terminology
- Reading/listening/analyzing/discussing historical events
- ↳ *Connecting Topics:* Arts & Entertainment; Ecology; Literature; Media & Technology
- 🌐 *Culture:* Colonization, heroes, indigenous cultures, wars

**House & Home:**

- Cooking
- Daily routines
- Furnishings
- Household chores and tools
- ↳ *Connecting Topics:* Arts & Entertainment; Extended Family
- 🌐 *Culture:* Similarities and differences of types of homes

**Literature:**

- Introduction to literary terminology
- Reading/analyzing/discussing various genres, *e.g.* short stories, legends
- ↳ *Connecting Topics:* Arts & Entertainment; History; Media & Technology
- 🌐 *Culture:* Religion, family values, social values

**Media & Technology:**

- Computers, television, CD, DVD, radio, MP3 and other media
- World and local news
- The arts
- ↳ *Connecting Topics:* Arts & Entertainment; Careers; Ecology; History; House & Home; Literature,
- 🌐 *Culture:* Multilingualism; worldwide corporate influence; travel; education

### Plus Expansion of Levels II and I Topics and Key Concepts

## Spanish III Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	<ul style="list-style-type: none"> <li>Views, reads, discusses, and critically analyzes Spanish-language television shows, films, art, dance, literature, music, or fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies famous artists, actors, composers, musicians, designers, or authors, and their impact on world culture.</li> </ul>
Body and Health	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information regarding internal organs.</li> <li>Exchanges, interprets, and presents information using medical terminology.</li> <li>Identifies emergency policies, responses, and organizations that one contacts in an emergency situation in a Spanish-speaking country.</li> <li>Exchanges information on habits including health, wellness and exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Compares pharmaceutical regulations of Spanish-speaking countries and the U. S</li> </ul>
Careers	<ul style="list-style-type: none"> <li>Describes professions and jobs and the accessibility of these professions including the education and training needed to be successful.</li> <li>Describes the tools of the trade in the context of a profession.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the educational system in Spanish-speaking countries.</li> <li>Analyzes the benefits of multilingualism.</li> </ul>
Ecology	<ul style="list-style-type: none"> <li>Identifies and presents information and on how Spanish-speaking countries protect the environment, flora, fauna, and natural resources.</li> <li>Describes ecosystems and ecotourism.</li> <li>Describes pollution and recycling programs in a Spanish-speaking country.</li> <li>Applies advanced weather vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the emergency systems for dealing with extreme weather and natural disasters in a Spanish-speaking country.</li> <li>Explains similarities and differences in ways cultures deal with extreme weather and natural disasters.</li> <li>Describes the similarities and differences of flora and fauna in the Spanish-speaking world.</li> </ul>

## Spanish III

### Performance Indicators (continued)

Topic	Communication	Culture
Extended Family	<ul style="list-style-type: none"> <li>• Identifies, interprets, and exchanges information about significant personal and holiday celebrations.</li> <li>• Describes terminology and procedures for toasts and other expressions of congratulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how parenting is carried out in the Spanish culture.</li> <li>• Describes celebrations in the Spanish culture including <i>Quinceañera</i>; graduation; <i>Día de los Muertos</i>;</li> <li>• Describes meal time expressions.</li> <li>• Describes the religious and indigenous origins of holidays and celebrations.</li> <li>• Describes the care of the elderly.</li> <li>• Describes marriage and divorce.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Applies historical terminology</li> <li>• Reads, listens, views, discusses, and analyzes historical events and their significance on the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes colonization of the Spanish culture and its impact on the world.</li> <li>• Identifies Spanish heroes.</li> <li>• Describes indigenous cultures.</li> <li>• Identifies Spanish wars and their significance.</li> </ul>
House and Home	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about cooking, daily routines, homes, and household furnishings.</li> <li>• Describes family routines, including household chores and explain what they indicate about the Spanish-speaking culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares housing styles and furnishings in the U.S. and Spanish-speaking countries.</li> </ul>

## Spanish III Performance Indicators (continued)

Topic	Communication	Culture
Literature	<ul style="list-style-type: none"> <li>Applies literary terminology</li> <li>Views, reads, discusses, and analyzes a variety of literary genres including short stories and legends.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how literature reflects the Spanish-speaking world including religion, family values, and social values.</li> </ul>
Media and Technology	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information and opinions from traditional print media (magazines and newspapers), nonprint media (television and radio) and electronic media (computers, Internet, MP3 players, CD, DVD, and podcasts).</li> <li>Views, listens, reads, and critically analyzes world and local news.</li> <li>Uses media and technology to view, listen, read, and critically analyze the arts</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the benefits of multi-lingualism.</li> <li>Analyzes the impact of media on global corporate influence, travel, and education.</li> </ul>

### Key Concepts and Structures

- Adjectives: possessive (long and short)
- Nouns: irregular endings (masculine ending in 'a')
- Pronouns: demonstrative, possessive, reflexive, single and double objects
- Sound discrimination in pronunciation
- Prepositions: *por* vs *para*
- Conjunctions: *pero* vs *sino* and with subjunctive
- Verbs: all command forms
- Conditional verbs
- *Gustar*-like verbs
- Imperfect vs preterite verbs
- Passive voice verbs
- Present and pst perfect verbs
- Present and post progressive verbs
- Present subjunctive verbs
- Culture

# Spanish IV

## Standard 1: Communication

*Students communicate in a World Language while demonstrating literacy in all four essential skills: listening, speaking, reading and writing.*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

- In order to meet this standard, a student:
  - √ recognizes common expressions.
  - √ obtains meaning from diverse listening sources.
  - √ demonstrates comprehension through appropriate responses.
  - √ engages in a variety of listening situations.

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

- In order to meet this standard, a student:
  - √ applies pronunciation rules and intonation patterns.
  - √ uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
  - √ applies knowledge of cultural practices to spoken language.
  - √ expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
  - √ interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## BVSD World Languages Content Standards

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

- In order to meet this standard, a student:
  - √ recognizes words, phrases, idiomatic expressions, and grammatical structures.
  - √ demonstrates comprehension of reading materials written for a variety of purposes.
  - √ uses and applies the information gained from reading.
  - √ responds to the cultural elements contained in reading materials of the language.

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

- In order to meet this standard, a student:
  - √ writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
  - √ writes for audiences such as peers, teachers, community members, and people from other countries.
  - √ plans, drafts, revises, proofreads and edits written communications.
  - √ uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning.
  - √ uses legible handwriting and/or word processing.

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

- In order to meet this standard, a student:
  - √ demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics and the arts.
  - √ applies knowledge of cultural practices when communicating in a World Language.
  - √ uses the World Language to access cultural information available only in that language.

## Essential Learning Results Level IV(Advanced)

**Standard 1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

To meet this standard, a Level IV student:

- √ derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings.
- √ obtains and processes information by selecting, categorizing and analyzing from these sources.

**Standard 1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

To meet this standard, a Level IV student:

- √ applies pronunciation and intonation patterns at a normal rate of speech.
- √ makes predictions, analyzes, draws conclusions, and expresses facts and opinions.
- √ defines points of view.
- √ summarizes and paraphrases.

**Standard 2 Culture** - Students acquire and use knowledge of cultures while developing World Language skills.

To meet this standard, a Level IV student:

- √ analyzes aspects of the cultures being studied, such as social and political institutions and laws.
- √ functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- √ researches a topic of interest using sources from the cultures being studied.

## BVSD World Languages Content Standards

**Standard 1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

To meet this standard, a Level IV student:

- √ analyzes and synthesizes reading materials.
- √ recognizes the author's point of view and purpose.
- √ expresses personal reactions to reading materials.
- √ interprets cultural elements found in reading materials.

**Standard 1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

To meet this standard, a Level IV student:

- √ analyzes and draws conclusions.
- √ incorporates information from selected language resource materials in their writing.
- √ selects and expresses ideas and opinions on topics from various content areas.
- √ uses specialized vocabulary and more advanced grammatical structures.

*BVSD World Languages  
Course Outline*

# Spanish IV

**Course description:**

Spanish IV is taught exclusively in Spanish. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms and cultural understanding necessary to perform communicative functions at the advanced level.

**Course beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skills is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own futures, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Language teachers work to open doors not only to other languages, but also to other cultures, people and lands.

**Instructional Strategies:**

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening:* Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking:* Students speak for a variety of purposes and audiences.
  - 1.3 *Reading:* Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing:* Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

**Re exive Pronouns:**

- in a variety of different contexts

**Key Concepts & Structures**

**Verbs:**

- Compound-complex sentences
- Passive voice and impersonal *se*
- Sequences of tenses
- Subjunctive
  - uses of the imperfect
  - perfect tenses
  - with adjectival and adverbial clauses
  - "if" clauses

**Culture:**

Students know and are able to ...

- analyze aspects of the cultures being studied such as social and political institutions and laws.
- function in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- research a topic of interest using sources from the cultures being studied.

**Plus Expansion of Levels III, II & I  
Key Concepts**

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves:

- 1.1 *Listening:* Can I understand Spanish when I hear it?
- 1.2 *Speaking:* Can I speak Spanish with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Spanish?
- 1.4 *Writing:* Can I write Spanish for different purposes?
- 2 *Culture:* Can I use my knowledge of Spanish-speaking cultures?

**Level IV Topics:**

1. Arts in the Spanish-Speaking World
2. Current Events & Social Issues in the Spanish-Speaking World
3. Literary Analysis
4. Plus Expansion of Levels III, II and I Topics ...

**Level III Topics:**

1. Arts & Entertainment
2. Body & Health
3. Careers
4. Ecology
5. Extended Family
6. History
7. House & Home
8. Literature
9. Media & Technology

**Level II Topics:**

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Arts in the Spanish-Speaking World:

- Arts terminology
- Fine arts
- Theatre arts
- Visual arts
- Reading/listening/analyzing/discussing

📌 *Connecting Topics:* All Topics

🌐 *Culture:* Art as a reflection of Hispanic culture

### Literary Analysis:

- Literary terminology
- Reading/listening/analyzing/discussing a variety of different genres, *e.g.* essays, novels, plays, short stories

📌 *Connecting Topics:* All Topics

🌐 *Culture:* Literature as a reflection of Hispanic culture

## Spanish IV Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

### Current Events & Social Issues in the Spanish-Speaking World:

- Political and social terminology
- Reading/listening/analyzing/discussing current events and social issues

📌 *Connecting Topics:* All Topics

🌐 *Culture:* Cultural values and world visions as determinants of political and social events; family structure; creation of borders between countries; political issues of indigenous groups

**Plus Expansion of Levels III, II and I Topics and Key Concepts**

## Spanish IV Performance Indicators

Topic	Communication	Culture
Arts	<ul style="list-style-type: none"> <li>• Interprets and presents information using arts terminology.</li> <li>• Views, reads, listens, discusses and critically analyzes the fine arts (music, dance), the theatre arts (plays), and the visual arts (painting, sculpture for their influence on Spanish culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how the Spanish perspective, past and present, is reflected in the arts.</li> </ul>
Literary Analysis	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using literary terminology.</li> <li>• Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the perspectives of Spanish culture, past and present, is represented in literary works.</li> </ul>
Current Events and Social Issues in the Spanish-Speaking World	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using political and social terminology.</li> <li>• Reads, identifies, discusses and analyzes current significant societal and political events and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes cultural values and world visions as determinants of political and social events.</li> <li>• Describes the significance of family structure on Spanish culture.</li> <li>• Describes political issues of indigenous groups.</li> <li>• Describes the political reasons for borders between countries.</li> </ul>

## Key Concepts and Structures

- Reflexive Pronouns in a variety of different contexts
- Compound-complex verbs
- Passive voice and impersonal se
- Sequences of tenses
- Culture
- Subjunctive verbs: uses of the imperfect
- Subjunctive verbs: perfect tenses
- Subjunctive verbs: with adjectival and adverbial clauses
- Subjunctive verbs: “if” clauses

# Advanced Placement

## Advanced Placement French

*French Language and French Literature Course Description*

[http://www.collegeboard.com/student/testing/ap/sub\\_frenchlang.html?frenchlang](http://www.collegeboard.com/student/testing/ap/sub_frenchlang.html?frenchlang)

*Sample Advanced Placement Syllabi from Boulder Valley Schools*

SITE CURRENTLY UNDER CONSTRUCTION

*AP French Language and French Literature Sample Questions and Scoring Guidelines*

[http://www.collegeboard.com/student/testing/ap/french\\_lang/samp.html?frenchlang](http://www.collegeboard.com/student/testing/ap/french_lang/samp.html?frenchlang)

## Advanced Placement German

*German Language*

[http://www.collegeboard.com/student/testing/ap/sub\\_germanlang.html?germanlang](http://www.collegeboard.com/student/testing/ap/sub_germanlang.html?germanlang)

*Sample Advanced Placement Syllabi from Boulder Valley Schools*

SITE CURRENTLY UNDER CONSTRUCTION

*AP German Language Sample Questions and Scoring Guidelines*

[http://www.collegeboard.com/student/testing/ap/german\\_lang/samp.html?germanlang](http://www.collegeboard.com/student/testing/ap/german_lang/samp.html?germanlang)

## Advanced Placement Latin

### *AP Latin Literature*

[http://www.collegeboard.com/student/testing/ap/sub\\_latinlit.html?latinlit](http://www.collegeboard.com/student/testing/ap/sub_latinlit.html?latinlit)

### *AP Latin Literature Syllabi*

[http://www.collegeboard.com/student/testing/ap/latin\\_lit/syllabi.html?latinlit](http://www.collegeboard.com/student/testing/ap/latin_lit/syllabi.html?latinlit)

### *AP Latin Literature Sample Questions and Scoring Guidelines*

[http://www.collegeboard.com/student/testing/ap/latin\\_lit/samp.html?latinlit](http://www.collegeboard.com/student/testing/ap/latin_lit/samp.html?latinlit)

### *AP Latin: Vergil*

[http://www.collegeboard.com/student/testing/ap/sub\\_latinverg.html?latinvergil](http://www.collegeboard.com/student/testing/ap/sub_latinverg.html?latinvergil)

### *AP Latin: Vergil Scoring Guidelines*

[http://www.collegeboard.com/student/testing/ap/latin\\_vergil/samp.html?latinvergil](http://www.collegeboard.com/student/testing/ap/latin_vergil/samp.html?latinvergil)

## Advanced Placement Japanese Language and Culture

*Japanese Language and Culture*

[http://www.collegeboard.com/student/testing/ap/sub\\_japaneselang.html?japaneselang](http://www.collegeboard.com/student/testing/ap/sub_japaneselang.html?japaneselang)

*Sample Advanced Placement Syllabi from Boulder Valley Schools*

SITE CURRENTLY UNDER CONSTRUCTION

*AP Japanese Language and Culture Sample Questions and Scoring Guidelines*

<http://www.collegeboard.com/student/testing/ap/japanese/samp.html?japaneselang>

## Advanced Placement Spanish

### *AP Spanish Language*

[http://www.collegeboard.com/student/testing/ap/sub\\_spanlang.html?spanlang](http://www.collegeboard.com/student/testing/ap/sub_spanlang.html?spanlang)

### *Sample AP Spanish Language Sample Questions and Scoring Guidelines*

SITE CURRENTLY UNDER CONSTRUCTION

### *AP Spanish Language Sample Questions and Scoring Guidelines*

[http://www.collegeboard.com/student/testing/ap/spanish\\_lang/samp.html?spanlang](http://www.collegeboard.com/student/testing/ap/spanish_lang/samp.html?spanlang)

### *AP Spanish Literature*

[http://www.collegeboard.com/student/testing/ap/sub\\_spanlit.html?spanlit](http://www.collegeboard.com/student/testing/ap/sub_spanlit.html?spanlit)

### *Sample AP Spanish Literature Syllabi from Boulder Valley Schools*

SITE CURRENTLY UNDER CONSTRUCTION

### *AP Spanish Literature Sample Questions and Scoring Guidelines*

[http://www.collegeboard.com/student/testing/ap/spanish\\_lit/samp.html?spanlit](http://www.collegeboard.com/student/testing/ap/spanish_lit/samp.html?spanlit)

# Assessment

# World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any students who was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

## Level I – Listening

**Standard 1.1 Listening** - *Students listen to and derive meaning from a variety of World Language sources.*

*Rationale:* Students listen to and comprehend information spoken in a World Language.

A proficient student:

- recognizes common expressions.
- obtains meaning from diverse listening sources.
- demonstrates comprehension through appropriate responses.
- engages in a variety of listening situations.

## Level II – Speaking

**1.2 Speaking** - *Students speak in a World Language for a variety of purposes and for a variety of audiences.*

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

A proficient student:

- applies pronunciation rules and intonation patterns;
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning;
- applies knowledge of cultural practices to spoken language;
- expresses needs, tells stories, obtains and conveys information, explain concepts and procedures, and persuade; and
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

## Level III – Reading

### 1.3 Reading - *Students read and derive meaning from a variety of materials written in a World Language.*

Rationale: Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

A proficient student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures.
- demonstrates comprehension of reading materials written for a variety of purposes.
- uses and applies the information gained from reading.
- responds to the cultural elements contained in reading materials of the language.

## Level IV – Writing

### 1.4 Writing - *Students write in a World Language for a variety of purposes and for diverse audiences.*

Rationale: Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

A proficient student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading;
- writes for audiences such as peers, teachers, community members, and people from other countries;
- plans, drafts, revises, proofreads and edits written communications;
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation and capitalization to convey meaning; and
- uses legible handwriting and/or word processing.

## Boulder Valley School District

### World Languages Speaking Rubric

This is a holistic rubric. It assigns a proficiency level by assessing the student's performance across multiple criteria as a whole. This is in contrast to an analytic rubric that assigns a level of performance for each criterion and then averages them together.

<b>Advanced</b>  <b>4</b>	<b>Demonstrates Excellent Oral Expression</b> <ul style="list-style-type: none"> <li>• Response is thorough, detailed, and ease of expression is sustained</li> <li>• Communication is very clear in spite of a few errors</li> <li>• Sentence structures are varied, usually complete, and occasionally complex</li> <li>• Vocabulary is wide-ranging and context-appropriate</li> <li>• Circumlocution is acceptable</li> <li>• Pronunciation enhances communication</li> </ul>
<b>Pro cient</b>  <b>3</b>	<b>Demonstrates Very Good Oral Expression</b> <ul style="list-style-type: none"> <li>• Response is on topic with some details</li> <li>• Communication is clear in spite of errors and pauses</li> <li>• Sentence structures may be simple but are usually complete</li> <li>• Vocabulary, including verbs, is varied and level-appropriate</li> <li>• Circumlocution is acceptable</li> </ul>
<b>Partially Pro cient</b>  <b>2</b>	<b>Demonstrates Partial Competence in Oral Expression</b> <ul style="list-style-type: none"> <li>• Response is incomplete, only partially on topic, and/or too brief</li> <li>• Communication is unclear because of errors and fragmented expressions</li> <li>• Sentence structures are simple, frequently incomplete, and/or too repetitive.</li> <li>• Vocabulary is inadequate and reflects few resources</li> <li>• There is a continued attempt to speak</li> </ul>
<b>Unsatisfactory</b>  <b>1</b>	<b>Demonstrates a Lack of Competence in Oral Expression</b> <ul style="list-style-type: none"> <li>• Response is extremely brief and/or incomprehensible</li> <li>• Communication breaks down due to numerous errors and halting speech</li> <li>• Sentence structures are incomplete, disconnected, and/or muddled</li> <li>• Lack of vocabulary impedes communication</li> <li>• Anglicisms are used frequently</li> <li>• Pronunciation interferes with communication</li> <li>• Attempt to speak the target language is negligible</li> <li>• The sample is off task</li> <li>• Obscenities, nonsense words, sighs, etc. are prevalent.</li> </ul>
<b>Withdrawn or Absent</b>	<ul style="list-style-type: none"> <li>• Student was officially withdrawn from the class, or</li> <li>• Student was absent the day of the assessment.</li> </ul>

**BVSD World Languages Level IV Writing Assessment Rubric**  
 First Draft: February 29, 2008

Score	Description	Topic Development	Language Use
<b>4</b>	<p><b>Advanced</b></p> <p>A writing sample that demonstrates excellence and accomplishes the following:</p>	<ul style="list-style-type: none"> <li>• Treatment of topic is relevant and well-developed.</li> <li>• Essay is generally well-organized and cohesive.</li> <li>• Content is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads smoothly overall.</li> <li>• Control of a variety of structures and idioms; although occasional errors may occur</li> <li>• Considerable breadth of vocabulary</li> <li>• Excellent command of conventions of the written language including orthography, sentence structure, paragraphing and punctuation</li> <li>•</li> </ul>
<b>3</b>	<p><b>Pro cient</b></p> <p>A writing sample that demonstrates competence and accomplishes the following:</p>	<ul style="list-style-type: none"> <li>• Treatment of topic may be somewhat irrelevant.</li> <li>• Essay may be inadequately organized.</li> <li>• Content may be limited or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensible without interpretation on the part of the reader</li> <li>• Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur in a variety of structures</li> <li>• Appropriate vocabulary</li> <li>• Conventions of the written language are generally correct.</li> <li>•</li> </ul>
<b>2</b>	<p><b>Partially Pro cient</b></p> <p>A writing sample that suggests lack of competence and can be described as the following:</p>	<ul style="list-style-type: none"> <li>• Treatment of topic may be somewhat irrelevant.</li> <li>• Essay may be inadequately organized.</li> <li>• Content may be limited or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally comprehensible, but forces some interpretation on the part of the reader</li> <li>• Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures</li> <li>• Limited vocabulary; frequent interference from another language may occur</li> <li>• Frequent errors in conventions of the written language may be present.</li> <li>•</li> </ul>
<b>1</b>	<p><b>Unsatisfactory</b></p> <p>A writing sample that demonstrates lack of competence and can be described as the following:</p>	<ul style="list-style-type: none"> <li>• Essay is a mere restatement of the topic.</li> <li>• Answer sheet is blank.</li> <li>• Essay is completely irrelevant to the topic.</li> <li>• Essay is very disorganized.</li> <li>• Content is very limited and inaccurate.</li> <li>• Essay is not in the target language</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient vocabulary</li> <li>• Constant interference from another language</li> <li>• Pervasive errors in conventions of the written language may interfere with written communication</li> <li>• Poor control of grammar impedes communication</li> </ul>