

World Languages

CURRICULUM

SPANISH I/FRENCH I **

(Elective Course)

Supports Academic Learning Expectation # 1

Students and graduates of Ledyard High School will read and write critically and effectively for a variety of purposes

Supports Academic Learning Expectation # 2

Students and graduates of Ledyard High School will speak clearly and communicate ideas accurately in a variety of settings

B = BEGINNING LEARNING OBJECTIVES

**Approved by the Instructional Council
May 19, 2008**

**** Both Spanish and French first level courses will cover the same learning objectives**

STUDENT LEARNING OBJECTIVES
Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 1 (State Standard # 1 Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions in the target language</p> | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B1.1 Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses</p> | <p><i>Students will be able to:</i></p> <p>a. Introduce themselves, give their addresses, tell their age, email/telephone numbers and ask their peers for similar information in the target language</p> |
| <p>B1.2 Describe various objects and people found at home and school</p> | <p>a. Describe rooms and objects contained in them using the expression “there is/there are” in the target language</p> <p>b. Describe basic personality attributes and physical traits of people using noun/adjective agreement along with the verb “to be” in the target language</p> |
| <p>B1.3 Give and follow simple instructions by participating in various games or other activities with partners or groups</p> | <p>a. Respond to and give basic directions in the target language</p> |
| <p>B1.4 Exchange basic information about events, such as classes, meetings and meals</p> | <p>a. Tell time in the target language</p> <p>b. Discuss their class schedules using the verb “to have” in the target language</p> <p>c. Identify typical food products found in the main meals of the target culture</p> <p>d. Express their preferences of the studied foods</p> |
| <p>B1.5 Describe their favorite activities at home & school</p> | <p>a. Tell what activities they do using the present tense and time frame expressions in the target language</p> |

STUDENT LEARNING OBJECTIVES

Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| GOAL: District Goal # 1 - continued | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> | <i>Students will be able to:</i> |
| B1.6 Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments | a. Express their personal likes and dislikes based on topics such as sports, music, classes and food in the target language using basic vocabulary |
| B1.7 Indicate that they do not understand a message or that they cannot express their intended message adequately | a. Express their understanding or lack of understanding using the appropriate phrases in the target language |
| B1.9 Use appropriate gestures, when necessary, to make their messages comprehensible | a. Begin to explore appropriate gestures used in the target culture |

STUDENT LEARNING OBJECTIVES

Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 2 (State Standard # 2)</p> <p>Understand and interpret spoken and written language on a variety of topics</p> | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B2.1 Identify people and objects in their environments, based on oral and written descriptions</p> | <p><i>Students will be able to:</i></p> <p>a. Provide the correct vocabulary word in the target language from an oral and/or written description</p> |
| <p>B2.2 Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school</p> | <p>a. Demonstrate understanding of short conversations by responding using correct vocabulary</p> |
| <p>B2.3 Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics</p> | <p>a. Predict the next occurrence in a video b. Summarize the plot in English and/or the target language c. Respond correctly to questions based on a video</p> |

STUDENT LEARNING OBJECTIVES

Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| GOAL: District Goal # 2 - continued | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> | <i>Students will be able to:</i> |
| B2.5 Comprehend the main ideas and identify the principle characters when reading poems, short folk tales or illustrated stories | <ul style="list-style-type: none"> a. Identify the principle characters and describe the setting in illustrated stories in English and/or the target language b. Sequence events in illustrated stories in English and/or the target language |
| B2.6 Comprehend brief notes on familiar topics, including daily activities at home or school | <ul style="list-style-type: none"> a. Complete cloze activities on familiar topics using learned vocabulary |
| B2.7 Comprehend the principle message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements | <ul style="list-style-type: none"> a. Identify the cognates in a variety of authentic material b. Give the main idea of the authentic material either orally or in written form |
| B2.8 Recognize and respond appropriately to questions, statements or commands | <ul style="list-style-type: none"> a. Respond accurately in written or oral form to questions and/or statements in the present tense b. React correctly to commands given in the target language |

STUDENT LEARNING OBJECTIVES
Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 3 (State Standard # 3)</p> <p>Present information, concepts and ideas to listeners or readers on a variety of topics</p> | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B3.1 Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments</p> | <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Share information on their family members and/or school and home activities b. Write and present dialogues about a variety of topics in their everyday environments |
| <p>B3.3 Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities</p> | <ul style="list-style-type: none"> a. Respond to a writing prompt in the target language |

STUDENT LEARNING OBJECTIVES

Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 4 (State Standard # 4)</p> <p>Demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication</p> | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B4.1 Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods</p> | <p><i>Students will be able to:</i></p> <p>a. Use the correct words or phrases in the target language to identify various cultural products/objects</p> |
| <p>B4.5 Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture</p> | <p>a. Use simple expressions in the target language when experiencing everyday situations such as responding to a sneeze, a stubbed toe or a grade</p> |

STUDENT LEARNING OBJECTIVES
Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 5 –(State Standard # 5)</p> <p>Reinforce and expand their knowledge of other areas of study through the world language, and vice versa</p> | |
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| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B5.1 Use simple information learned in other subjects in their study of a world language</p> | <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Identify the geography of the target language countries b. Compare the metric and American standard of measurements c. Identify the parts of speech in the target language |
| <p>B5.3 Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge</p> | <ul style="list-style-type: none"> a. Begin to recognize the differences and gain an appreciation for cultural diversity |

STUDENT LEARNING OBJECTIVES

Spanish/French 1

As a result of world language education, students independently and collaboratively will be able to:

| GOAL: District Goal # 6 –(State Standard # 6) | |
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| Acquire and use information from a variety of sources only available in the world language | |
| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> | <i>Students will be able to:</i> |
| B6.1 Use multiple media resources to access information regarding the target culture(s) | a. View and discuss videos and DVDs presenting cultural information about the target language |
| B6.2 Recognize the various sources of information available only in the target language and cultures(s) e.g. newspapers, websites, television, etc. | a. Identify various resources available in the target language |

STUDENT LEARNING OBJECTIVES

Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 7 –(State Standard # 7)</p> <p>Demonstrate literacy and an understanding of the nature of language through comparisons across languages</p> | |
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| <i>LEARNING OBJECTIVES</i> | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B7.1 Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing</p> | <p><i>Students will be able to:</i></p> <p>a. Recognize the connections between the target language and English</p> <p>b. Demonstrate an understanding of cognates when reading simple sentence structures and stories</p> |
| <p>B7.2 Demonstrate an awareness of the target language’s phonetic and writing systems and how they differ from the phonetic and writing systems in the English language</p> | <p>a. Reproduce the unique basic phonetic sounds in the target language</p> <p>b. Place words in the correct order such as adjectives after nouns and the use of negatives when writing in the target language</p> |
| <p>B7.3 Develop listening and speaking skills on a range of topics to facilitate reading skills</p> | <p>a. Listen to simple stories/dialogues and respond in written and/or oral form to comprehension questions</p> <p>b. View videos of simple stories/dialogues and respond in written and/or oral form to comprehension questions</p> |
| <p>B7.4 Retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher</p> | <p>a. Write a plot summary, describe the characters, and describe the setting while listening to and viewing the text of simple stories/dialogues</p> |
| <p>B7.5 Copy and organize in a logical sequence a written text</p> | <p>a. Produce short dialogues, journal entries and paragraphs which show the correct grammatical order of words in the target language</p> |

STUDENT LEARNING OBJECTIVES
Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| GOAL: District Goal # 8 –(State Standard # 8) | |
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| Demonstrate an understanding of the concept of culture through comparisons across cultures | |
| <i>LEARNING OBJECTIVES</i> | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> | <i>Students will be able to:</i> |
| B8.1 Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes | <ul style="list-style-type: none"> a. Compare and contrast the characteristics in the target language with English for numerals, advertisements, gestures, calendars, and traditional children songs |
| B8.2 Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations | <ul style="list-style-type: none"> a. Describe in written and/or oral form the common recreational activities in the target cultures such as soccer, golf, lawn bowling and baseball b. Describe in written and/or oral form the celebrations observed in the target cultures such as Day of the Dead, Cinco De Mayo, Bastille Day, and Quinceanera |
| B8.3 Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures | <ul style="list-style-type: none"> a. Discuss the daily routine experienced by a typical teenager in the target culture b. Understand the importance of family relationships in the target culture |
| B8.5 Use new information and cultural awareness to compare and contrast their experience with those of their peers in the target culture(s) and to identify with and respect peers in the target culture(s) | <ul style="list-style-type: none"> a. Write a letter to a peer in the target language describing their daily routine and posing questions about the peer’s daily routine |

STUDENT LEARNING OBJECTIVES

Spanish/French I

As a result of world language education, students independently and collaboratively will be able to:

| <p>GOAL: District Goal # 9 –(State Standard # 9)</p> <p>Use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p> | |
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| <i>LEARNING OBJECTIVES</i> | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>B9.1 Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as email, audio or videotapes, CDs, DVDs and distance learning</p> | <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Create emails written to peers in the target language relating their daily activities and posing questions about peers’ daily activities b. Communicate with a classmate via email simulating the exchange between peers from two different cultures |
| <p>B9.2 Identify different types of employment in which target language skills are an asset</p> | <ul style="list-style-type: none"> a. Discuss the positive impact of their knowledge of the target language in various occupations |
| <p>B9.3 Review materials and/or media from the target language and culture for enjoyment and /or entertainment</p> | <ul style="list-style-type: none"> a. View television shows and/or movies in the target language b. Listen to radio stations broadcast in the target language |