



# LEE ACADEMY

Lee, Maine USA

*Official Curriculum*

## **Foreign Language I**

Lee Academy— 2008

### Course Description:

This course is an introduction to the study of the target language and its culture. Successful completion of the course allows students to be functional at the most basic level of language use and to become familiar with important elements of the target culture. Emphasis is placed on the development of listening and speaking; skills such as reading and writing are a lesser focus, except where they relate to learning necessary vocabulary, grammar and language structure to enhance speaking and listening. The context focuses on the students' lives and experiences and includes exposure to everyday situations, customs and lifestyles. An understanding and application of grammar is integrated throughout the course. A general introduction to the culture, its products, perspectives and practices is integrated throughout the course, as well. Students acquire some insight into how languages and cultures work, by comparing the target language and cultures to their own. In language acquisition, learning spirals; the learning goals and objectives, listed below, are repeated at various times and in increasingly complex situations, throughout the course.

<p><b>MLRs and Related Learning Goals</b></p> <p><i>(The following learning goals and related objectives are met, repeatedly and with increasing complexity, as learning progresses during the course.)</i></p>	<p><b>Objectives</b></p>	<p><b>Essential Questions</b></p>	<p><b>Assessment</b></p>
<p>A1 Interpersonal skills and knowledge:</p> <p>Students engage in simple interactions to provide and obtain information using single words or learned phrases.</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● use culturally appropriate and age appropriate courtesy expressions.</li> <li>● participate in brief, guided exchanges related to likes and dislikes.</li> <li>● make age appropriate introductions of classmates, family members, and friends.</li> <li>● ask and answer simple learned questions.</li> </ul>	<ul style="list-style-type: none"> <li>● What expressions are most necessary in order for new language learners to function in a target language high school? In a host family? In a group of new friends? in other, real-life situations?</li> </ul>	<ul style="list-style-type: none"> <li>● Directed verbal practice: peer group, one on one, pairs, teacher led.</li> <li>● Substitution: within a given sentence, the learner will add the missing vocabulary or grammatical structure.</li> <li>● Expansion: learners will add information (adjectives or extra descriptors) to given sentences.</li> <li>● Written response: Learners will provide correct responses to introductions and questions and will be able to write brief statements about likes and dislikes</li> </ul>
<p>A1 Interpersonal skills and knowledge:</p> <p>Students engage in simple interactions to provide and obtain information using single words or learned phrases.</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● recognize and use appropriate forms of address and courtesy expressions in a variety of situations.</li> <li>● ask and answer simple questions regarding familiar activities.</li> <li>● give and respond to simple oral and signed directions and commands and make routine requests in the classroom.</li> <li>● participate in brief guided conversations related to needs, interests, likes, dislikes, and states of being.</li> <li>● express basic agreement and disagreement.</li> </ul>	<ul style="list-style-type: none"> <li>● How do students most productively engage in conversation in a language classroom?</li> <li>● How do students most productively exchange information and opinions, in discussion?</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal practice: Peer group, one on one, pairs. Teacher led.</li> <li>● Repetition: Learner will reproduce given sounds or words.</li> <li>● Substitution: within a given sentence, the learner will add the missing vocabulary or grammatical structure.</li> <li>● Expansion: learners will add information (adjectives or extra descriptors) to given sentences.</li> </ul>

<p>A2 Interpretive skills and knowledge:</p> <p>Students comprehend and respond to simple spoken and written language in a classroom setting. They comprehend brief conversations in familiar contexts.</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of vocabulary, phrases and sentences from simple oral and written texts dealing with basic personal and social needs.</li> <li>● Demonstrate understanding of oral and written questions about familiar topics.</li> <li>● Follow oral and written directions, commands and requests.</li> <li>● Identify key words or main ideas from oral or written passages.</li> <li>● Make inferences from simple oral and/or written passages (e.g., conversations, dialogues, narratives, advertisements, songs, and rhymes) about familiar topics.</li> <li>● Interpret phrases presented with accompanying gestures, intonation, and other visual and auditory cues.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the relationship between writing, listening and speaking, when learning a language?</li> <li>● What non-verbal cues aid language in assisting communication in this culture?</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to songs, observe short video clips and read passages in the target language and select proper vocabulary in response (orally and in writing). Recognize and reproduce sounds presented.</li> </ul>
<p>A3 Presentation skills:</p> <p>Students use memorized words or phrases and visuals in short oral presentations.</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● Give short oral presentations about people, places, things and events using every day words and phrases.</li> <li>● Dramatize songs, simple skits, or poetry dealing with familiar topics</li> <li>● Tell or retell a story orally.</li> </ul>	<ul style="list-style-type: none"> <li>● How do learners best present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language?</li> <li>● What skills and understandings are learned and reinforced by presenting in the target language? Why is this valuable to language acquisition?</li> <li>● What skills are necessary to effectively tell a story or make a presentation?</li> <li>● Why is it important to rehearse before presenting?</li> </ul>	<ul style="list-style-type: none"> <li>● Write a short conversation, dialogue or paragraph and read it aloud to the class.</li> <li>● Do the same as above, but in a presentation, more impromptu format.</li> <li>● Ask relevant questions about said material, from both the reader/presenter perspective, and the audience perspective.</li> </ul>
<p>A4 Language comparisons:</p> <p>Students recognize a variety of similarities and differences between the</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● Identify the sound patterns of the target language and compare them to his/her own language.</li> <li>● Identify similarities and differences in the structural patterns in the target</li> </ul>	<ul style="list-style-type: none"> <li>● What insights can we have about the nature of language, and the similarities and differences between language systems when we compare our language with the target language?</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze by keeping a journal, recording insights and understandings about how the languages function differently?</li> <li>● Analyze...how the languages</li> </ul>

<p>target language and English.</p>	<ul style="list-style-type: none"> <li>● language and his/her own language. Recognize similarities and differences in the ways languages are written (e.g. alphabet or characters, punctuation, capitalization in the target language and his/her own language.)</li> <li>● Identify important words, phrases, idioms, and concepts that do not transfer directly from one language to another.</li> <li>● Identify connections among languages by recognizing cognates and loan words.</li> </ul>		<ul style="list-style-type: none"> <li>● are structurally different.</li> <li>● Use internet research to determine cultural perspectives and priorities which influence how meaning is conveyed, what types of meaning are conveyed, and what is valued in interpersonal communication.</li> </ul>
<p>B1 Cultures: Students demonstrate an understanding of a culture in which the target language is spoken</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target culture.</li> <li>● Identify and explain patterns of behavior or interaction among the target culture.</li> <li>● Participate in activities and celebrations and discuss their impact on the culture.</li> <li>● Locate target countries using GoogleEarth and identify their major geographic features and their relevance to the culture.</li> <li>● Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.</li> <li>● identify similarities and differences of tangible and intangible products (e.g. food, dwellings, music, sports, clothing) between the target culture and his/her own culture.</li> <li>● examine the cultural traditions and celebrations that exist in the target cultures and recognize the viewpoints behind them.</li> </ul>	<ul style="list-style-type: none"> <li>● How do learners best gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own?</li> <li>● How does an understanding of the culture help us learn a language?</li> <li>● Which characteristics of the language make it easier to learn? Which make it challenging?</li> <li>● What are the major differences in the structures of the two languages? (e.g. subject verb agreement, adjective noun placement, etc)</li> <li>● What elements of life seem to be most celebrated in this culture?</li> <li>● What are the patterns of social behavior among teens and how are they similar to or different from those of American teens?</li> </ul>	<ul style="list-style-type: none"> <li>● The learner demonstrates an understanding of the target culture by interacting with native speakers verbally and in writing.</li> <li>● Learners will organize an authentic cultural celebration showing their ability to: make food, recount related history, explain significance of symbols, music, dress, dance, and other cultural aspects.</li> <li>● Develop skits to show "typical" contemporary cultural interactions between teens in the target culture.</li> <li>● Use GoogleEarth to provide visuals to accompany descriptions of target countries.</li> </ul>

<p>C1: Connections to the world:</p> <p>Students expand their knowledge by connecting their study of a world language with other content areas.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● demonstrate understanding of information and application of skills that are common to the foreign language class and other disciplines.</li> <li>● recognize and apply learning strategies and processes from other disciplines, e.g use of historical research methods to study socio-cultural development of target country</li> <li>● demonstrate mastery of learning strategies in the target language that can be used in other disciplines; e.g. use of mnemonic devices to memorize verb forms or collections of related vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● How will the learner acquire, reinforce, and further his/her knowledge of other disciplines through the target language?</li> </ul>	<ul style="list-style-type: none"> <li>● The learner is able to apply learned geography and historical knowledge of the target culture. The learner will present information about said geography and history to another foreign language class, or to a class in another discipline.</li> </ul>
<p>D. Communities:</p> <p>Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● perform and/or participate in a school or classroom celebration.</li> <li>● share knowledge of the target language and cultures with others.</li> <li>● interact with people of other cultures in the target language, about familiar topics.</li> <li>● visit places in person or via technology that provide opportunities to use the target language and/or experience the target culture.</li> <li>● identify occupations within the community and beyond that require proficiency in the target language.</li> <li>● view, listen to, and read various forms of media that utilize the target language and reflect the target cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● How will learners demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment?</li> </ul>	<ul style="list-style-type: none"> <li>● Visit communities of the target language for the purpose of organized social interactions and developing confidence is experimenting with language use.</li> <li>● Analyze Maine government data for secondary language learners in the state-- especially the degree and current demographic regions of target language use within the state.</li> <li>● Production of brochures, power point presentations, recipes, menus, et al to provide materials for future language classes, and to orient new learners in the target language.</li> <li>● Provide questions, reflections, summaries, etc...of target</li> </ul>

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