



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Foreign Language II

Lee Academy— 2008

Course description:

Students enrolled in this course have either successfully completed, or demonstrated competencies for the knowledge and skills of, Foreign Language I. This course provides students with opportunities to continue the development of their listening and speaking skills, with an emerging focus on reading and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language, both orally and in writing. They are able to satisfy basic, situational language needs and interact on issues of everyday life in the present and past, within a given context. Students compose related sentences which describe, compare, and summarize familiar topics from the target culture. They develop a better understanding of the similarities between cultures and languages. Integration of skills from other disciplines is on-going, throughout the course.

In language acquisition, learning spirals; the content and skills practice is repeated at various times and in increasingly complex situations, throughout the course.

Primary Resources—French: *C'est A Toi* (EMC/Paradigm), *French For Fun* (AMSCO), *Conversational French* (Saloom)

Primary Resources—Spanish: *Spanish Two Years* (Nassi and Levy), *Ven Conmigo* (Holt), *Breaking the Spanish Barrier, Level 2 Intermediate* (Conner)

<p style="text-align: center;">MLRs and Related Learning Goals</p> <p><i>(The following learning goals are met, repeatedly and with increasing complexity, as learning progresses during the course.)</i></p>	<p style="text-align: center;">Objectives</p>	<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Assessment</p>
<p>A1: Communication: Interpersonal Skills</p> <p>Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● communicate present and past information by recombining basic vocabulary and structures orally and in writing. ● exchange information by asking and answering original questions orally and in writing. ● share likes and dislikes, feelings and emotions giving supporting information orally and in writing. ● engage in oral or basic written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences. 	<ul style="list-style-type: none"> ● How do language learners express basic feeling and emotions, and exchange information appropriately? ● Which are the proven, effective techniques for remembering vocabulary and language structures? 	<ul style="list-style-type: none"> ● Verbal practice: Peer group, one on one, pairs. Teacher lead. ● Substitution: within a given sentence, the learner will add the missing vocabulary or grammatical structure. ● Expansion: learners will add information (adjectives or extra descriptors) to given sentences. ● Written response: Learners will provide correct responses to introductions and questions and will be able to write brief statements about likes and dislikes. ● Learners will create a “data base” with flashcards (vocabulary, definitions, etc.). ● Through email, communicate with emergent English learners whose primary language is the target language.
<p>A2: Communication: Interpretive Skills</p> <p>Students comprehend brief conversations and recorded material in familiar contexts.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages. ● demonstrate understanding of increasingly complex oral and written questions relating to familiar topics. ● understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials. 	<ul style="list-style-type: none"> ● How do learners best understand and interpret written and spoken language on a variety of topics in the target language? ● What are the most common forms of simple language structure, in the target language? ● What non-verbal cues assist language in communicating meaning in this culture? 	<ul style="list-style-type: none"> ● Listen to songs, short video clips and read passages in the target language and select proper vocabulary in response (oral and written). Recognize and reproduce sounds presented. ● Analyze the correctness of responses, while giving and receiving directions, commands, and requests with peers. ● Role play familiar situations using 4-6 interchanges.

	<ul style="list-style-type: none"> ● Identify main ideas and some details from simple oral and written passages about familiar topics. ● make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogues, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics. ● Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues. 	<ul style="list-style-type: none"> ● What are the most common contemporary idioms used by teens in the target language? 	
<p>A3: Communication: Presentation Skills</p> <p>Students use simple sentences and strings of simple sentences to produce short oral and written presentations based on familiar topics including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● give oral and written presentations about people, places, things and events using simple sentences and paragraphs. ● dramatize songs, short plays and skits, or poetry on familiar topics. ● tell or retell a story orally and in writing. 	<ul style="list-style-type: none"> ● 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? ● What skills and understandings are learned and reinforced by presenting in the target language? Why is this valuable to language acquisition? ● What skills are necessary to effectively tell a story or make a presentation? ● Why is important to rehearse before presenting? ● What skills are necessary to present effectively (mock presentations)? 	<ul style="list-style-type: none"> ● Write a short conversation, dialogue or paragraph and read it aloud to the class. Read and/or present as a learned speech, e.g. a speech. Ask relative questions about said material. Presenter and/or audience may ask questions.
<p>A4: Communication: Language Comparisons</p> <p>Students compare the target language with English in order to better</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own 	<p>What insights can we have about the nature of language, and the similarities and differences between the languages when we compare our language with the target language?</p> <ul style="list-style-type: none"> ● What is the function and value of 	<ul style="list-style-type: none"> ● Evaluate analysis skills by keeping a journal, recording insights and understandings about how the languages function differently. ● The students will produce poems, and write letters and articles for an

<p>understand language systems.</p>	<p>language.</p> <ul style="list-style-type: none"> ● compare and contrast structural patterns in the target language and his/her own language. ● develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own. ● recognize words, phrases, and idioms that do not translate directly from one language to another and understand their impact on communication. 	<p>idioms? How can their use breed familiarity and cohesion?</p>	<p>in-class newspaper or blog using the new idioms and other grammatical forms.</p>
<p>B1: Culture: Practices and Perspectives</p> <p>Students describe practices of a culture and perspectives of a culture(s) in which the target language is spoken.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● recognize and use cultural behaviors or interactions among the target cultures. ● Identify and explain patterns of behavior in daily activities, within the target culture. ● participate in activities and experience customs and traditions of the target cultures. ● identify major geographical features, cities, and regions of the target countries where the language is spoken and show how geography affects the culture. ● compare and describe cultural differences by comparing simple patterns of behavior or interactions in various cultural settings including his/her own. ● recognize viewpoints and attitudes of people in both his/her own culture and the target culture, relating to family, home, school, work and play. 	<ul style="list-style-type: none"> ● How do learners best gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own? ● What is university life like for target language speakers? ● How does an understanding of the culture help us learn a language? ● Which characteristics of the language make it easier to learn? Which make it challenging? ● What are the major differences in the structures of the two languages? (e.g. subject verb agreement, adjective noun placement, etc) ● What elements of life seem to be most celebrated in this culture? ● What are the patterns of social behavior among teens and how are they similar to or different from those of American teens? 	<ul style="list-style-type: none"> ● Evaluate understanding by keeping a journal listing the similarities and differences. Example: List key holidays and celebrations. Which are similar? Which have no counterpart? ● The learner demonstrates an understanding of the target culture by interacting with native speakers verbally and in writing. ● Learners will organize an authentic cultural celebration showing their ability to: make food, recount related history, explain significance of symbols, music, dress, dance and their importance in contemporary culture, and other cultural aspects. ● continued e-mailing with pen pals--compare typical days in the target language. ● Interviews with local/regional target language speakers.

<p>B2: Culture: Products and Perspectives</p> <p>Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture in which the target language is spoken.</p> <p>B3: Culture: Comparisons with Own Culture</p> <p>Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures. ● Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts. ● Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language. ● Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s). ● Compare and contrast structural patterns in the target language and his her/own language. ● Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own. ● Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication. 	<ul style="list-style-type: none"> ● Why is important to identify contributions from other societies? ● How might those contributions enrich our own language/country? 	<ul style="list-style-type: none"> ● This project will focus on the reasons stereotyping and misunderstanding exist. Learners will research the target language countries using a variety of media (such as the Internet) and present a written summary of their findings. Among this to be included in the summary are: famous people and the struggles they have encountered in their work, contributions to their own and other cultures, practices and beliefs of the target country and any perceived differences in attitude or beliefs from other similar language speaking countries.
<p>C1: Connections: Knowledge of Other Learning Results Content Areas</p> <p>Students apply information acquired in other Learning Results content areas to further</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● identify and process information and skills that are common to the foreign language class and other disciplines. ● integrate information in the foreign language class into use in other disciplines. ● transfer information and skills acquired in the foreign language 	<ul style="list-style-type: none"> ● How will the learner acquire, reinforce, and further his/her knowledge of other disciplines by learning a foreign language? ● How does language and culture influence literature and an author's perspective? 	<ul style="list-style-type: none"> ● The learner is able to apply learned geography and history knowledge to content area classes. The learner will present information about said geography and history to another foreign language class. ● Present to a class where a piece of literature from the target language is being studied and focus on cultural

<p>their knowledge and skills in the target language.</p>	<p>class for use in other disciplines.</p> <ul style="list-style-type: none"> ● recognize and apply learning strategies and processes from other disciplines through cross-curricular writing assignments. ● develop learning strategies in the target language which can be used in other disciplines. 		<p>content in the target language. Provide background, theme, setting, details from culture and history which comprise the story.</p>
<p>C2 and D1: Connections: Distinctive Viewpoints and Communities</p> <p>Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● perform and/or participate in a school or community celebration of cultures. ● Share knowledge of the target language and cultures with others. ● Interact with people of other cultures in the target language about familiar topics. ● Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures. ● Identify occupations within the community and beyond that require proficiency in the target language. ● View, listen to, and read various forms of media that utilize the target language and reflect the target cultures. 	<ul style="list-style-type: none"> ● How will learners demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment? 	<ul style="list-style-type: none"> ● Production of brochures, power point projects, recipes, menus and various other tasks. ● Plan and implement lessons in basic vocabulary and language use for elementary and/or middle school students. The quality of both the lesson plans and their implementation will be assessed. ● Have regular (twice weekly?) e-mail contact with pen pal, or weekly discussion with local native speakers, or x-number of discussions with a native speaker on a language trip--(Quebec, for example)