



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Foreign Language Level 3

Lee Academy

rev.2012

Course Description:

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future tenses and compose messages, announcements, personal notes, and advertisement.

They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Primary text(s)

C'est a Toi Level Three- French

Exprésate Level Three- Spanish

MLRs and Related Learning Goals (The following goals are met repeatedly and with increasing complexity, as learning progresses during the course.)	Objectives	Essential Questions	Assessments
<p style="text-align: center;">MLR</p> <p>A1: Communication: Interpersonal Skills The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.</p>	<ul style="list-style-type: none"> • Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past and future tenses. • Ask and answer open-ended questions on a wide range of topics, both orally and in writing. • Express preferences, feelings, emotions and opinions giving supporting details orally and in writing. • Demonstrate evidence of self-correction in communication with others. • Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures. 	<p>How do students use another language to interact with others?</p> <p>How do language learners express feeling and emotions and exchange information appropriately?</p> <p>How well can a person interact with a native speaker in the target language?</p> <p>How does one express preferences, feelings, emotions, and opinions in detail in the target language?</p>	<ul style="list-style-type: none"> • telling a story through pictures to a partner. • Persuading • comparing and contrasting on a variety of topics verbally. • Giving and receiving information. • Making suggestions and giving opinions. • Giving and responding to commands. • Expressing appreciation • congratulating and commiserating • Making a prediction • understanding figures of speech and dialects

MLR	Objectives	Essential Questions	Assessments
<p data-bbox="149 191 426 248">A2: Communication: Interpretive Skills-</p> <p data-bbox="149 272 478 427">The learner will understand and interpret written and spoken language on a variety of topics in the target language.</p>	<ul data-bbox="531 215 1045 1239" style="list-style-type: none"> • Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences, and passages. • Demonstrate understanding of oral and written questions relating to familiar and less familiar topics. • Understand and follow oral and written directions, commands, and requests originating from a variety of sources including authentic materials. • Identify main ideas and significant details from longer authentic spoken passages from the target cultures (eg. live and recorded discussions, presentations, and lectures) or from materials being studied in another class. • Read and interpret authentic materials (eg. selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material). • Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials. • Recognize intonation patterns and their effect on meaning. 	<p data-bbox="1052 215 1444 272">How do students understand information in another language?</p> <p data-bbox="1052 297 1465 394">What are the benefits to being able to communicate in another language?</p> <p data-bbox="1052 418 1451 516">How are words, phrases & sentences different and similar in English and the target language?</p>	<ul data-bbox="1549 215 1944 1312" style="list-style-type: none"> • Explaining in detail on a variety of topics • Tying in all the events and putting them in chronological order • create and verbalize a story • summarizing a literary selection and sharing with others • Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. • Perform scenes from plays and/or recite poems or excerpts from short stories in the target language. • Prepare oral and/or written analysis in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction. • Describe, explain, express opinions about and analyze

<p style="text-align: center;">MLR</p> <p>A3 Communication: presentation Skills</p> <p>The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Narrate and describe with detail in present, past and future time, both orally and in writing. • Compose and present stories, poems, and skits. • Compose messages, announcements, notes, advertisements, postcards, or simple letters beyond personal experiences. • Explain a simple process, incorporating instructions. • Summarize and interpret information from authentic material orally and in writing. 	<p style="text-align: center;">Essential Questions</p> <p>How do students present information in another language in a way that is understood by others?</p> <p>What skills and understandings are learned and reinforced by presenting in the target language?</p> <p>What skills are necessary to effectively tell a story or make a presentation?</p> <p>What skills are necessary to convey of message to a group of people?</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied through writing and presentations • create a video that compares and contrasts both cultures on a variety of cultural contexts. • Discuss the influence of important people, events and achievements of the target countries on their own and other cultures through a report or power point presentation. • Compare and contrast cultural products practices and perspectives among cultures with the same language through group presentation.
<p style="text-align: center;">MLR</p> <p>A4 Language Comparisons</p> <p>The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Investigate regional and national sound pattern differences (eg. 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(s). 	<p style="text-align: center;">Essential Questions</p> <p>How do students use their understanding of culture to communicate and functions appropriately with speakers from other cultures?</p> <p>How do students make comparisons between their native language and another language to expand their understanding of both?</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Keep a journal of the sound patterns that are different and similar to their own language. • Students will identify linguistic characteristic of the target language and compare and contrast them with English linguistic

	<ul style="list-style-type: none"> • Investigate the similarities and differences of various literary genres 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. Explain the changing nature of language. • Research how native speakers of the target cultures (ex: writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures. • Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture. • Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture. 		<p>characteristics.</p> <ul style="list-style-type: none"> • Ask and answer questions regarding similar/different and phonetic/writing systems used in the target language.
<p style="text-align: center;">MLR B1: Culture- Practices and perspectives</p> <p>The learner will gain knowledge and demonstrate understanding of the relationship among practices and perspectives.</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Compare and contrast cultural practices, and perspectives among cultures with the same language. • Use practices characteristic of the target cultures for daily activities among peers and adults. • Compare and contrast patterns of behavior or interaction among the target cultures. • Participate in activities and 	<p style="text-align: center;">Essential Questions</p> <p>How do students use their understanding of culture to communicate and function appropriately within different cultural groups?</p> <p>Why is it important to know the typical pastimes in the foreign culture?</p> <p>How are they similar or different from those in America?</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Students will perform and participate in the expressive forms of the culture including songs, literature and various types of art work. • Students will identify, summarize, and explain the contributions and its effects that the target culture has made to the world. • Students will communicate

	celebrations, and experience and analyze customs, traditions, and celebrations of the target cultures.		via email or pen pal system to compare typical daily practices of the target language and to their own.
<p style="text-align: center;">MLR B2: Culture: Products and perspectives</p> <p>The learner will gain knowledge and demonstrate understanding of the relationship among products and perspectives.</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures. Compare and contrast geographical features of target countries to show their relationship to the culture. Discuss the influence of important people, events, and achievements of the target countries on their own and other cultures. 	<p style="text-align: center;">Essential Questions</p> <p>Why is important import for students to identify, describe and analyze tangible products and symbols of the target culture including, toys, dress, types of dwelling, food, flags, monuments and land marks?</p> <p>Why is it important to further identify contributions from other societies?</p> <p>How might those contributions enrich our language and culture?</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> Students will analyze the products and symbols of the target culture and verbally express its significance within the culture. Students will describe the use of tangible products including Students will organize an authentic cultural celebration that are shared within many regional areas of the target language. Students will experiment with creating food and sharing its uniqueness to the culture.
<p style="text-align: center;">MLR B3: Culture: Comparisons with Own Culture</p> <p>The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Draw inferences about contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures. Compare and contrast cultural products, practices, and perspectives among cultures with the same language in order to dispel stereotyping. 	<p style="text-align: center;">Essential Questions</p> <p>How do students make comparisons between their native culture and another culture to expand their understanding of both?</p> <p>What is considered polite and/or impolite behaviors in the two cultures?</p> <p>What celebrations do the two</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> compare-and-contrast how international event are or have been reported in the target culture's media and how the U.S. Media covered the same event. compare and contrast examples of music, visual arts, dance, and theater from the target culture with examples of their own

		<p>cultures share and which ones do they not share?</p> <p>What traditions of the target language have influenced the English-speaking world?</p> <p>Are there settlements and geographical evidence in the U.S. that point to the foreign country?</p> <p>How does the study of the target language help to improve global relations?</p>	<p>culture. (<i>technology integration allows students access authentic culturally demonstrations in real time.</i>)</p> <ul style="list-style-type: none"> • Compare folk tales and the students own culture to gain a new perspective.
<p style="text-align: center;">MLR</p> <p>C1: Connections: Knowledge of Other Learning Results Content areas</p> <p>The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Perform and/or participate in a school or community celebration or competition. • 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. 	<p style="text-align: center;">Essential Questions</p> <p>How do students use their knowledge of languages and cultures to enrich their lives and broaden their opportunities?</p> <p>In what ways are the other subject areas in the curriculum affected by the study of a world language.</p> <p>What are some ways you can make connections between the target language and the other subject areas?</p> <p>How do students achieve a greater ability to use sources available to speakers of the target language to enrich their community and personal live?</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Students will be able to share connections made in geographical and historical knowledge from learned content in the language from countries outside the target language. • Students will show how they applied learned material in the target languages help them in English literature. • Students will respond to the target language encountered outside the classroom to help community members. • Students will share examples of the target cultures with others. • Students will establish and maintain connections with the target culture.

			<ul style="list-style-type: none"> • Students will locate sources of the target language in the community. • Perform community service using the target language.
<p>MLR C2 Connections- Distinctive viewpoints</p> <p>students will recognize the common and unique viewpoints and contributions of the target language and cultures of the Spanish speaking world (global perspective)</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Evaluate, in Spanish, the role of the United States from the viewpoints of people of the target language. • Students will locate authentic resources in the target language and identify ideas and cultural viewpoints. • Analyze, in Spanish, the contributions of products of the target language which have influenced other cultures. (ex. Piñata, sugar cane, coffee, cheese, wine) 	<p>Essential Questions</p> <p>What role does a foreign culture play within our own culture.</p> <p>How do different viewpoints help enrich understanding of the target language and their own cultural.</p>	<p>Assessments</p> <ul style="list-style-type: none"> • Students will create a power point presentations in regard to the view point and perspective of select topics of the target language. (ex:food, famous people, cloths, music, historical events, celebrations etc.) • Continue communications with current and past native speakers via email or pen pals.