



# LEE ACADEMY

Lee, Maine USA

## *Official Curriculum*

### **Foreign Language Level 4**

Lee Academy

*rev. 2012*

#### *Course Description:*

*A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of verb tenses. They can role play and take part in routine social situations, using ideas and concepts and concrete facts.*

*Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are read and discussed. Emphasis is placed on independent reading. Finer points of grammar are studied to aid refinement of oral and written communication.*

*There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and they can compare it to their own language. Finally, they are able to use the language inside and outside of the classroom setting, in basic and functional ways.*

Primary text(s)

C'est a Toi Level Four- French

Exprésate Level Four- Spanish

<b>MLRs and Related Learning Goals</b> (The following goals are met repeatedly and with increasing complexity, as learning progresses during the course.)	<b>Objectives</b>	<b>Essential Questions</b>	<b>Assessments</b>
<p style="text-align: center;"><b>MLR</b></p> <p><b>A1: Communication: Interpersonal Skills</b></p> <p>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"> <li>• Communicate original thought with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.</li> <li>• Ask and answer open-ended questions to seek and provide information and clarify meaning.</li> <li>• Exchange points of view, express preferences and defend opinions.</li> <li>• Demonstrate increasing self correction in communication with others.</li> <li>• Sustain conversation using circumlocution and other strategies.</li> <li>• Use culturally acceptable vocabulary, idiomatic expressions, and gestures consistently.</li> </ul>	<p>How do students use the target language to interact within its culture, in real situations?</p> <p>How do students express feeling and emotions and exchange information appropriately in various contexts?</p> <p>How well can a language learner interact with a native speaker in the target language?</p> <p>How does one express preferences, feelings, emotions, and opinions in written detail in the target language?</p>	<ul style="list-style-type: none"> <li>• Converse using verbal and non-verbal cues that are appropriate to the setting.</li> <li>• Give and following directions for managing an unexpected situation.</li> <li>• Exchange opinions and beliefs successfully to communicate thoughts proficiently on a variety of topics.</li> <li>• Students will express personal feeling and ideas for the purpose of persuading others.</li> </ul>
<p style="text-align: center;"><b>MLR</b></p> <p><b>A2: Communication: Interpretive Skills-</b></p> <p>The learner will understand and interpret written and spoken language on a variety of topics in the target language.</p>	<p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.</li> <li>• Demonstrated understanding of more complex oral and written questions relating to familiar and unfamiliar topics.</li> <li>• Understand and follow more complex oral and written directions, commands, and</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>How do students understand information in another language?</p> <p>What are the benefits to being able to communicate in another language?</p> <p>How are words, phrases &amp; sentences different and similar in English and the target language?</p>	<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Student responds appropriately to complex directions and commands.</li> <li>• Students can apply diverse strategies to derive meaning and detail from authentic spoken and written materials.</li> <li>• Correct all the pieces of complex events and putting</li> </ul>

	<p>requests originating from a variety of sources including authentic texts.</p> <ul style="list-style-type: none"> <li>• Interpret and analyze main ideas and supporting details from longer oral passages from the target culture(s) (e.g., live and recorded discussions, presentations, lectures on current and past events.</li> <li>• Demonstrate the ability to move beyond literal comprehension toward more critical reading where style and mood (e.g., sarcasm, humor, irony) may be considered.</li> <li>• Analyze, evaluate, organize, determine point of view and purpose from oral and written materials.</li> <li>• Determine meaning by interpreting tone and phrasing of native speakers.</li> </ul>		<p>them in chronological order</p> <ul style="list-style-type: none"> <li>• Interpret and analyze authentic spoken and written materials to derive meaning and purpose through literature.</li> <li>• Demonstrate and understand information on a wide variety of topics in paragraph and longer oral written presentations.</li> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.</li> <li>• Prepare oral and/or written analysis in the target language of the plot, character, descriptions, development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.</li> </ul>
<p><b>MLR</b></p> <p><b>A3 Communication: presentation Skills</b></p> <p>The learner will present information context and ideas to an audience of listeners or readers on a variety of topics in the target language.</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Compose narrations and detail descriptions in present, past, and future tenses orally and in writing.</li> <li>• Create and present poetry, short plays and stories.</li> <li>• Develop, in writing, an organized summary, composition, report, or article.</li> <li>• Prepare oral and written reports on topics studied in the foreign language classroom</li> </ul>	<p><b>Essential Questions</b></p> <p>How do students present information in another language in a way that is clearly 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 a</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Express a complex process incorporating detail instructions.</li> <li>• Use diverse strategies to enhance the communication of messages.</li> <li>• Formulate and defend a position on a research issue.</li> <li>• Present analysis of authentic</li> </ul>

	<p>and/or in other disciplines.</p> <ul style="list-style-type: none"> <li>• Explain a complex process incorporating detailed instructions.</li> <li>• Summarize, interpret, and analyze information from authentic materials or literary samples, both orally and in writing.</li> </ul>	<p>message to a group of people?</p>	<p>materials including song, folklore and literature.</p> <ul style="list-style-type: none"> <li>• Communicate research and analysis information from a variety of sources.</li> <li>• Communicate in multi-paragraphs</li> <li>• writings and oral presentations on a wide variety of topics.</li> </ul>
<p><b>MLR</b></p> <p><b>A4 Language Comparisons</b></p> <p>The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast structural patterns in the target language and his/her own language(s).</li> <li>• Explore the similarities and differences of various literary genres in the target language and his/her own.</li> <li>• Recognize words, phrases, idioms that do not translate directly from one language to another and explain their impact on communication.</li> <li>• Describe how languages influence each other.</li> <li>• Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).</li> <li>• Analyze how native speakers of the target cultures (e.g., writers, journalists artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.</li> </ul>	<p><b>Essential Questions</b></p> <p>How will students formulate conclusions about linguistic characteristics?</p> <p>How are the social issues affecting the target culture influencing theirs?</p> <p>Why is it important to know social, historical, and geographic effects of the target culture?</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Analyze the characteristic and behaviors of a target culture to determine their social, historical and geographic effects.</li> <li>• Integrate appropriate words, phrases, gestures and idioms into everyday communications.</li> </ul> <p>Compare cultural characteristics and behaviors of everyday life in both the target language and their own.</p> <ul style="list-style-type: none"> <li>• Analyze cultural practices among same-language cultures to determine factors that effect them.</li> <li>• Ask and answer questions regarding similar/different and oral/writing systems used in the target language with their own.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze cultural perspective as reflected in a variety of literary genres and compare and contrast to his/her own culture.</li> </ul>		
<p style="text-align: center;"><b>MLR</b> <b>B1: Culture- Practices and perspectives</b></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;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Use practices characteristic of the target cultures in a variety of contexts.</li> <li>Analyze and discuss variations of patterns of behavior or interaction within target cultures.</li> <li>Make inferences about the target cultures and their people by participating in and experiencing customs, traditions and celebrations.</li> <li>Analyze and discuss historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the people of the target cultures.</li> <li>Examine the geographical features of the target countries and explain their impact on the peoples and their cultures.</li> <li>Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.</li> <li>Discuss and dispel stereotypical images associated with the target culture(s).</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>How do students use their knowledge of culture to communicate and function appropriately within another culture?</p> <p>What is considered polite and/or impolite behavior in the two cultures?</p> <p>What are typical pastimes in the foreign culture?</p> <p>How are they similar or different from those in America?</p>	<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Identify and participate in the expressive forms of the culture including songs, literature and various types of art work.</li> <li>Identify, summarize, and explain the contributions and its effects that the target culture has made to the world.</li> <li>Communicate via email or pen pal system to compare typical daily practices of the target language and to their own.</li> </ul>
<p style="text-align: center;"><b>MLR</b> <b>B2 &amp; 3: Culture: Products, perspectives and comparisons with own</b></p>	<p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Acquire information from a variety of authentic sources in the target language about topics that are common to other</li> </ul>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why is it important for students to make comparisons between their native language and another language</p>	<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Organize an authentic cultural</li> </ul>

<p><b>culture.</b></p> <p>The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the target language.</p>	<p>disciplines.</p> <ul style="list-style-type: none"> <li>• Synthesize information from authentic sources relating to other disciplines.</li> <li>• Present information from authentic sources relating to other disciplines.</li> <li>• Transfer information acquired in the language class for use in other disciplines.</li> <li>• Recognize and apply learning strategies, processes, and skills from other disciplines.</li> <li>• Develop learning strategies in the target language which can be used in other disciplines.</li> </ul>	<p>to expand their understanding of both?</p> <p>How do students make comparisons between their native culture and another culture to expand their understanding of both?</p> <p>What celebrations do the two cultures share and which ones do they not share?</p> <p>What traditions from the these native cultures 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 language help to improve global relations?</p>	<p>celebration that is shared within many regional areas where the target language is spoken.</p> <ul style="list-style-type: none"> <li>• Experiment with creating food and sharing its uniqueness to the culture.</li> <li>• Explain the significance of popular cultural symbols.</li> <li>• compare-and-contrast how international events are reported in the target culture's media and how the U.S. Media covered the same event.</li> <li>• compare and contrast examples of music, visual arts, dance, and theater from the target culture with examples from their own culture. (<i>technology allows students access to authentic cultural demonstrations, in real time.</i>)</li> <li>• Compare-and-contrast the drinking age in the target language countries to the Unites States and analyze the role of alcohol in these societies and in their own, through a project format.</li> </ul>
<p><b>MLR</b></p> <p><b>C1 &amp; 2: Connections:</b></p> <p>Students will acquire knowledge of other Learning Results Content areas and distinctive view points.</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Acquire information from a variety of authentic sources in the target language about topics that are common to other disciplines.</li> <li>• Synthesize information from authentic sources relating to other disciplines.</li> </ul>	<p><b>Essential Questions</b></p> <p>How do students use their knowledge of languages and cultures to enrich their present lives and broaden their near future opportunities?</p> <p>In what ways are the other subject areas in the curriculum affected by the</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Analyze cultural symbols in the United States and in the target country. (ex. Statue of liberty, Rapa Nui (Chile), Eiffel tower(France)etc) using a</li> </ul>

<p>The learner will also reinforce, and further his/her knowledge of other disciplines through the foreign language.</p>	<ul style="list-style-type: none"> <li>• Present formally information from authentic sources relating to other disciplines.</li> <li>• Transfer information acquired in the foreign class for use in other disciplines.</li> <li>• Recognize and apply learning strategies, processes, and skills from other disciplines.</li> <li>• Develop learning strategies in the target language which can be used in other disciplines.</li> </ul>	<p>study of a world language?</p> <p>Why is it important for students to recognize the common and unique views and contributions of the target language?</p> <p>What consistent roles does a foreign culture play within their own?</p>	<p>poster presentation.</p> <ul style="list-style-type: none"> <li>• Analyze topics pertaining to other disciplines (e.g. political and historical concepts, environmental concerns and world health issues) in a presentation to other classes.</li> <li>• Provide examples of information gathered through target language resources that are applied to other disciplines.</li> <li>• Collaborate, using email, with students in the target culture about other disciplines.</li> </ul>
<p style="text-align: center;"><b>MLR D1 Communities</b></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;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Perform and/or participate in a school or community celebration or competition.</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 which provide opportunities to use the target language and/or experience the target cultures.</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>	<p style="text-align: center;"><b>Essential Questions</b></p> <p>Why should students maintain connections with the target culture?</p> <p>How do students continually achieve a greater ability to use sources available to speakers of the target language to enrich their community and personal life?</p> <p>Is it important to establish connections with local native speakers of the target language?</p>	<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Create a brochure about resources in their city for immigrants or visitors of the target culture in the target language.</li> <li>• Make and exchange drawings or photographs and discuss them orally or in letters (email) with students in another community or target countries.</li> <li>• Make and exchange videos, artwork or music about the target language and share these with communities of people who use the target language.</li> <li>• Locate local speakers of the target language and establish ongoing communication through interviews, informal</li> </ul>

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