

EAST HADDAM PUBLIC SCHOOLS
WORLD LANGUAGES CURRICULUM

Grades 6-12

Approved by the
East Haddam Board of Education

December 9, 2003

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Statement Of Philosophy

The World Languages Department of Nathan Hale-Ray Middle School and Nathan Hale-Ray High School believes that the study of language and culture is an integral part of the curriculum for all students and that it provides many benefits to students, especially awareness of others and self.

Additionally, as international communities merge, all students need to be prepared to communicate globally with skills in reading, writing, listening, and speaking through studies in different cultures and civilizations.

Program Goals

As a result of education in Grades K-12 students will:

- communicate in at least one language other than English;
- gain knowledge and understanding of other cultures;
- make connections with other areas of study and acquire information;
- understand the nature of language and cultures through comparisons;
- participate in multilingual communities within a variety of contexts. *

* From *The Connecticut World Languages Curriculum Framework*, 1999.

Content Standards

Content Standard 1: Communication

In at least one language other than English, students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Content Standard 2: Communication

In at least one language other than English, students will understand and interpret written and spoken language on a variety of topics.

Content Standard 3: Communication

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Content Standard 4: Cultures

In at least one language other than English, students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Content Standard 5: Connections

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language.

Content Standard 6: Connections

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Content Standard 7: Comparison Among Languages

In at least one language other than English, students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Content Standards (Cont'd)

Content Standard 8: Comparison Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Content Standard 9: Communities

In at least one language other than English, students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Course Descriptions

French I

In French I the language is used as a medium of communication to build upon skills acquired in middle school in understanding, speaking, reading and writing. Students are exposed to a variety of speakers through laboratory practice and video, and begin to explore France and the francophone world.

French II

This is an intermediate course designed to build upon the basics of French grammar and vocabulary. Emphasis is placed on the understanding of readings based on cultural themes and situation. There are speaking activities, which correspond to the units, as well as, listening activities, which are completed in the language laboratory.

French III

French III allows students to explore themes relevant to their lives while exploring the geographic, ethnic, and cultural variety of the French-speaking world. There is an increased emphasis on reading and writing that used advanced grammar and vocabulary that has been reinforced in the language laboratory. Students finish French III with an introduction into the history of France.

French IV

French IV is an intensive course for students who have excelled in French I – III. It is designed to develop the aural, reading, speaking and writing proficiencies. It includes the advanced study of grammar, argot, and extensive vocabulary. These are based on the study of short stories and poems from French and francophone literature, and texts that discuss contemporary France.

Spanish I

In Spanish I the language is used as the medium of communication to build upon skills acquired in middle school in understanding, speaking, reading, and writing. Students are exposed to a variety of speakers through laboratory practice and video, and begin to explore Spanish cultures.

Course Descriptions (Cont'd)

Spanish II

Through a variety of cultural contexts, Spanish II recycles and reinforces the grammatical structures and vocabulary from the previous year and culminates in an understanding of all basic grammar and indicative verb forms. Conducted exclusively in Spanish, students increase their oral participation, attend laboratory sessions regularly, and prepare research projects.

Spanish III

With Spanish exclusively spoken, Spanish III continues recycling material acquired in previous years and presents more sophisticated structures through cultural studies and projects. Students begin to survey contemporary Spanish literature and write more extensively.

Spanish IV/Advanced Placement Spanish Language

Spanish IV/Advanced Placement Spanish Language is a demanding and accelerated course for motivated students who have shown excellence in language skills during their previous years in Spanish and have been recommended for advanced study by their Spanish III teacher. The Advanced Placement Spanish Language/Spanish IV course requires that dedicated students complete college-level work through vocabulary building assignments, advanced grammar exercises, audio recordings, class discussions and presentations, reading, and timed essays.

SIXTH GRADE EXPLORATORY

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Greet others and exchange essential information, including names, addresses, birthplaces and telephone numbers.
- Indicate that they do not understand a message or that they cannot express their intended message adequately.

Learner Outcomes

The students will:

- properly greet individuals according to the proper time of day;
- know the difference between formal and informal greetings and farewells;
- ask for personal information regarding names, ages, feelings, addresses, birthplaces, and telephone numbers;
- respond to personal information regarding names, ages, feelings, addresses, birthplaces, and telephone numbers;
- use proper phrases to politely express that they do not understand the indicated message;
- use proper phrases to politely indicate that they are unable to express their intended message; and
- be able to recognize and pronounce introductory vocabulary such as, the alphabet, the days of the week, the months of the year and the seasons.

Classroom Illustration

Students respond appropriately to specific teacher-directed, oral questions, and are then given the opportunity to obtain information from their peers. If they are unable to respond to a question, the students will appropriately indicate their lack of understanding. If the students are unable to ask for information, they will appropriately indicate that they are unable to use the proper grammar. The questions will increase in difficulties. This will determine the students' limitations.

Evaluation

At this introductory level, assessment is done through oral participation, between the student and teacher and paired dialogues between two or more students. A small quiz may be given after several days of practice.

Sixth Grade Exploratory (Cont'd)
Content Standard 1: Communication (Cont'd)

Supplemental Resources

www.quia.com

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Recognize and respond appropriately to voice inflection that indicates for example, a question, statement or command.

Learner Outcomes

The students will:

- be able to recognize and appropriately respond to a command;
- be able to recognize and correctly respond to a question using a complete sentence;
- be able to recognize a statement in which they are not required to respond; and
- be able to follow directions by listening to the teacher and following the appropriate gestures.

Classroom Illustration

In the beginning of a lesson, the teacher prepares the students to focus by playing a quick game similar to Simon Says. The students are instructed to act out the given command. This begins at a slow pace and is then increased. Then each student is to be seated after he/she has correctly answered a question directed to him/her. After the class is seated the teacher informs the class what they will be learning and also what materials they will need. The students will take out the appropriate material.

Evaluation

The students are evaluated through their actions and responses to the given commands and instructions. The teacher will adjust the pace or use repetition as necessary. Oral assessment is through oral participation.

CONTENT STANDARD 4: CULTURES

Performance Standards

- Use appropriate gestures and oral expressions for greetings, farewells, and common familiar classroom interactions.

Learner Outcomes

The students will:

- be able to properly greet someone according to the time of day;
- be able to properly greet someone both formally and informally;
- be able to appropriately express farewells, using a variety of expressions;
- be able to appropriately greet and say farewell to the teacher, as well as, to other classmates; and
- understand that in European countries, it is customary for two women or a man and a woman to kiss on both cheeks while greeting each other, while two men will pat each other on the back.

Classroom Illustration

Students are given cards, each containing a different scenario. For example, one card will tell a student to greet their friend in the afternoon, while another card will tell a student to greet and express a farewell to a teacher in the morning. The students are expected to use all appropriate gestures along with their expressions. Then, the cards are mixed up and students choose a new scenario. The student now directs his/her expressions to another student and that student must properly respond back to the first student, using only the information that the first student provided in his/her greeting or farewell.

Evaluation

Assessment is done through the student performing the requirements on the index card. In the second activity, assessment is done through the first student performing the scenario on the card and the second student responding back. The teacher must check to see that the proper time of day was used, as well as, either a formal or informal expression, and the proper gestures.

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Use the simple information learned in other subjects in their study of a world language.
- Use new information and perspectives gained through world language study to expand their personal knowledge.

Learner Outcomes

The students will:

- be able to discuss the meaning and importance of the term culture which they have discussed in their Social Studies class;
- be able to identify several French and Spanish speaking countries on a map; and
- be able to understand that many vocabulary words they learn in their Language Arts class are borrowed from other languages, while some are cognates.

Classroom Illustration

There are many discussions centered around culture, stereotyping. As a class the students make a collage of everything that makes up someone's culture. When discussing stereotypes, the students are asked to close their eyes. Students are then asked to picture a French or Spanish person and raise their hands when they see something on their person that the teacher is describing. An example is asking the students to raise their hands if their Spanish person is wearing a sombrero. After the activity the class discusses how they may have stereotyped.

Evaluation

Assessment is completed through student participation in an informal class discussion.

Supplemental Resources

Map of Europe and South America, English dictionary

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Demonstrate the ability to access information about the target language and culture(s) from various sources, with assistance if necessary.

Learner Outcomes

The students will:

- be able to find websites in the target language;
- be able to identify certain sections of a non-English newspaper;
- be able to understand the main idea of a dialogue using only the target language; and
- be able to locate books in the library on the target culture.

Classroom Illustration

The teacher shows the students how to find websites in the target language. The teacher asks students to find specific information. For example, the teacher may ask the students to find a Spanish newspaper or find a picture of the Louvre in Paris. The students may use a checklist to find ten out of fifteen items. The teacher may need to assist the students with this activity.

Evaluation

The teacher must check off each item of the checklist as the student displays the required information. When the student has all of the necessary items checked off, the assignment is complete.

Supplemental Resources

www.google.com, www.yahoo.com

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Give examples of words borrowed from one language and use it in another and develop an understanding of the process of borrowing.

Learner Outcomes

The students will:

- develop a list of words that are used in the English language that are borrowed from another language;
- develop a list of words that are used in another language that are borrowed from the English language;
- study a list of cognates in the target language and determine the English meaning; and
- demonstrate at an introductory level the phonetics of the alphabet.

Classroom Illustration

The class has a discussion based on language borrowing. The class can put together a list of words that English has borrowed from another language and write the list on the board. A second list is created containing words that have been borrowed from the English language. This list is also written on the board. Finally, the teacher can show a list of cognates and have students guess the English word and meaning.

Evaluation

The first assessment is done through student participation in a class discussion. The second assessment may be done the next day. The teacher asks the students to take out a sheet of paper and make three columns. The students are given several minutes to see how many words they can remember from each list.

Supplemental Resources

English dictionary

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Identify and discuss different types of employment in which target language skills are an asset.

Learner Outcomes

The students will:

- identify and discuss employment opportunities in which a foreign language is a requirement;
- identify and discuss employment opportunities in which a foreign language would be an asset; and
- identify and discuss today's needs for a working individual to know another language.

Classroom Illustration

The students work in groups to establish in which careers must an individual know another language and in which careers an individual would benefit from knowing another language. The class regroups and discusses the outcomes of each group. Afterward, the students are asked what career they would like to pursue and must think of reasons that knowing a foreign language would better their job skills. Finally, the students discuss situations that are currently happening. The class may discuss the languages spoken in the United States and where they are spoken, the internet and how easily it is to communicate to other countries, and also with current events overseas.

Evaluation

Evaluation is through how the students work in and contribute to their groups and participate in the classroom discussion.

Supplemental Resource

Video [Top 10 Reasons to learn French \(Spanish\)](#)

SEVENTH GRADE EXPLORATORY

Throughout the Seventh grade rotation, students will review the vocabulary covered in the Sixth grade in accordance with the language that they have chosen to study. The vocabulary includes the alphabet, greetings, basic questions to gather information about someone, the days of the week, the months of the year, the seasons, and numbers.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Give and follow simple instructions by participating in various games or other activities with partners or groups.

Learner Outcomes

The students will:

- understand the indicated message of simple instructions in the target language;
- act and respond accordingly to the simple instructions;
- participate in classroom exercises and games using only the target language; and
- work with a partner or in groups using only the target language.

Classroom Illustration

The teacher informs the students that they will be working with a partner. The teacher distributes the material that is needed to complete the assignment. The students are required to obtain information from their partner using only the target language. They are to write down their partner's responses. Once one person has obtained the needed information they switch roles.

Evaluation

Assessment is through the students' comprehension of the assigned activity. Once they are in pairs or groups, the teacher will walk around and listen to the conversations, as well as, help any student who cannot express a question. Upon completion, the students turn in the assignment and the teacher makes any necessary corrections.

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Write short informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

Learner Outcomes

The students will:

- recognize the difference between masculine and feminine, singular and plural adjectives;
- identify the vocabulary associated with members of the family;
- identify school activities such as subject classes and school sports;
- address an informal note;
- be able to express their likes and their dislikes; and
- be able to use important new vocabulary pertaining to numbers (1-100), the date, telling time, and weather expressions.

Classroom Illustration

Each student will be given a card. Each card will contain a name and a country. The students are to imagine that they are writing to their pen pal. They are to properly address the letter to their pen pal and write a short note in which they describe themselves, their family members, and their school activities.

Evaluation

The teacher will correct the letters and students will rewrite their final letters with all of the corrections made.

Supplemental Resources

www.quia.com

CONTENT STANDARD 4: CULTURES

Performance Standards

- Recognize simple themes, ideas, or perspectives of the target culture.

Learner Outcomes

The students will:

- understand that French and Spanish cultures eat their meals later than people in the United States;
- understand holiday traditions;
- understand the Euro;
- understand that European countries use a 24 hour clock; and
- understand the differences between the target language and English when writing the days, months, and the date.

Classroom Illustration

Students use the computer and work on a website which has the current rates of the currencies of the world. They complete a worksheet in which they study the rate of the US dollar to the Euro. They are also able to study the currency of other French and Spanish speaking countries.

Evaluation

The worksheet determines the students' comprehension of the currency conversions.

Supplemental Resources

www.oanda.com, www.google.com

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Use simple information from their world language class in their study of other subjects.

Learner Outcomes

The students will:

- be able to use map skills in their Social Studies class;
- be able to expand their vocabulary in their Language Arts class; and
- be able to identify famous French and Spanish artists, musicians, and writers in their Art, Music, and Language Arts classes.

Evaluation

Assessment will occur through communication with other colleagues by informing the teachers of the lessons and follow up discussions on the students' progress.

Supplemental Resources

World map and map of Europe and South America, www.google.com, dictionaries

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- 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.

Learner Outcomes

The students will:

- show mastery of the differences between the English alphabet and the alphabet of the world language;
- understand that sentences are not translated exactly from one language to the other;
- understand that in French and Spanish everything has a gender;
- understand that all nouns and adjectives must agree in number and gender; and
- recognize that verb endings change according to the subject.

Classroom Illustration

Students will practice writing and performing short dialogues in pairs or groups of three. This exercise will demonstrate the students' ability to form comprehensive sentences in order to communicate an idea. While the students' are performing the dialogues, a listener is able to check for mastery of the phonetics. This exercise can be done repeatedly with the introduction of new vocabulary.

Evaluation

Assessment is done through the two or three students performing their skit for the teacher. This may be done in the corner of the room for only the teacher or in front of the entire class. The teacher checks for three elements: structure, pronunciation, and comprehensiveness.

EIGHTH GRADE FRENCH

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Describe their favorite activities at home and school.
- Describe various people and objects found at home and school.

Learner Outcomes

The students will:

- use proper pronunciation, particularly of the letters aspirated and silent “h”, silent consonant endings, nasalized sounds, “gn” and accented vowels;
- use subject pronouns and the present tense of regular –er verbs for basic activities;
- use the irregular conjugations of “être”;
- express ideas in the negative;
- use “il y a” in sentences as opposed to “être”;
- employ proper agreement of adjectives and nouns, feminine and masculine, singular and plural;
- use clock time;
- employ vocabulary for school courses and basic after school activities;
- express differences and similarities between schools in the United States and in Québec; and
- use vocabulary of family members and basic adjectives to describe their family.

Classroom Illustration

Students will take notes as they interview one another to discover the activities, classes and times of activities and classes in which classmates and their family members do and do not participate. To monitor their knowledge of vocabulary, pronunciation and agreement, students will report back to the class. At the end of the activity, students will speculate on what would be said in a French-speaking country in response to similar interview questions.

Evaluation

Teacher observations of student interactions and oral presentations, grading of interview notes, quizzes, and tests, student oral questioning of favorite activities, small essay on favorite person, dialogue of school activity.

Eighth Grade French (Cont'd)
Content Standard 1: Communication (Cont'd)

Supplemental Resources

Kalman, Bobbie. Canada: The People. Rev. ed. New York: Crabtree Publishing, 2002.
[NHRMS library]

Performance Standards

- Exchange opinions about people, activities, and events in their personal lives or communities.
- Exchange basic information about events, such as classes, meetings, and meals.
- Participate in culturally appropriate exchanges that reflect social amenities, such as expressing gratitude, extending and receiving invitations, apologizing, and communicating preferences.

Learner Outcomes

The students will:

- use elision with the verb “aimer”;
- use the irregular present tense of “avoir”;
- employ expressions of social courtesy, as appropriate;
- use familiar, polite and plural forms of “you” correctly;
- employ vocabulary for three meals of the day and for basic foods;
- use “manger” with its spelling change;
- use the affirmative and negative partitive; and
- employ vocabulary for community and family events such as “Halloween”, and “Réveillon”.

Classroom Illustrations

Students will bring in a typical French dish, indicative of a particular holiday, such as the Christmas “Réveillon”. Each student will play the role of a close friend or a new acquaintance. They will present a mock meal and greet all their guests as is customary in Québec. Students will name the foods present at the meal stations. They will also express whether they like a certain dish or not.

Evaluation

Teacher monitored oral presentations on social amenities, quiz on foods, and classroom presentations, dialogues on meal event, poems written on favorite food, oral presentation on class schedule.

Supplemental Resources

“Christmas in France”, Educational Video Network, Inc.; www.rk.ed/depts/flanimfo/sara/perenoel.html [French Christmas in Quebec]

Performance Standards

- Find alternate methods of communication when they cannot express their intended message adequately.

Learner Outcomes

The students will:

- employ synonyms for the vocabulary “like: “préférer”, “aimer” and “adorer”; “classes”: “cours” and “classes”; “students”: “étudiant” and “élève”; “high school”: “lycée” and “école”; “good looking”: “mignon” and “beau”;
- use regular present tense –ir verbs.; and
- students will use the prefixes and suffixes “tion” and “ment” to expand their vocabulary through cognates.

Evaluation

Teacher observation, self-evaluation, and worksheets

Supplemental Resources

www.french.about.com/library/vocab/bl-vraisamis.htm [alphabetized cognates]

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Identify people and objects in their environment, based on oral and written descriptions.

Learner Outcomes

The students will:

- converse with one another using previous knowledge of vocabulary for weather, seasons, numbers, days, dates, and colors;
- identify basic articles of clothing, classroom objects, class subjects, basic foods and drinks for each meal, and basic parts of the body;
- use “porter” in different situations (“carry” and “wear”); and
- use possession to identify objects.

Classroom Illustrations

Students will point out various objects in the room to the teacher (including clothing and classroom objects) and describe them using colors and numbers. The students will be asked to carry some of these items in their backpack or to take the item. They will be administered an oral assessment on vocabulary and pronunciation.

Evaluation

Quiz on possession, vocabulary quizzes, verb form games such as “Verb Bingo” or “Battleship”, and oral monitoring by teacher, oral presentation on weather, draw visual representation of clothes and explain in French their poster, dialogue about buying clothes in a store, write poem using parts of the body.

Supplemental Resources

www.accuweather.com, [world weather]; www.menumontreal.com [menus]

Performance Standards

- Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or at school.
- Comprehend brief notes on familiar topics, including daily activities at home or at school.

Learner Outcomes

The students will:

- use vocabulary pertaining to parties such as “donner une fête”, “inviter”, “chanter”, “danser”, and “rigoler”;
- recognize French symbols for quotes with names of movies and television shows;
- employ computer accent symbols; and
- follow teacher prompts regarding home and school activities.

Classroom Illustration

Using written teacher notes and oral teacher instructions in the target language, students will role play their in-school and after school activities for a Charades game.

Evaluation

Teacher observation of role-plays and student computer (symbols) use demonstration, write small essay on computer about after –school activities, oral presentation on school activities with partner, oral questioning on home activities, plus taking notes on these activities.

Supplemental Resources

“Word” program, Roman script symbols/shortcut keys

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture, such as birthday party or picnic.
- Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
- Present short plays and skits, recite selected poems and anecdotes and perform songs in the target language.

Learner Outcomes

The students will:

- understand the activities associated with a French picnic;
- organize activities, foods and beverages for a simulated French picnic;
- discuss the picnic using “avoir besoin”, “avoir faim” and “avoir soif”;
- listen to and sing traditional French songs;
- understand and use the irregular present tense forms of “aller”; and
- know sites in France that are conducive to picnics.

Classroom Illustrations

Students will discuss what they “need” for a picnic, what they want for their “hunger” and “thirst”, and research and present French children’s games to small groups within the class. They will research sites in France for picnics, make their own passports for a simulated trip to those sites, and prepare their desired French picnic foods and beverages.

Evaluation

Outline check, presentation, food sampling, and observation of singing/lyrics, recital of birthday song and poems, visual representation of best places in France for a picnic (chosen off the internet), dialogue of a French picnic

Supplemental Resources

“Glencoe French I Songs/Chapter 1”[audiotape]

CONTENT STANDARD 4: CULTURES

Performance Standards

- Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Learner Outcomes

The students will:

- use proper body language to demonstrate “Comme-ci comme ça”; “Extra! Super!”; “Ça suffit”;
- use the “vous” form for polite “you”;
- use the expressions such as “Ça va”; “S’il vous plaît”; “Merci, beaucoup”; “De rien”; “Je ne sais pas”; “Merveilleux! Superbe!”;
- comprehend and employ simple commands such as “Donnez-moi”; “Écrivez-le”; “Ouvrez”; “Lisez”; “Asseyez-vous”; “Regardez”; “Levez la main”; and
- comprehend minor differences between familiar and polite commands.

Evaluation

Teacher observation of verbal and non-verbal cues, movement practice of authentic French non-verbal cues, oral presentation of verbal cues to partners.

Supplemental Resources

Québec City-The Experience, Tralco-Educational Lingo Fun, 2001, Tralco Educational Services.

Performance Standard

- Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations and role-playing.
- Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.

Learner Outcomes

The students will:

- recognize characteristics of the “Mardi gras” and prepare typical Cajun foods;
- re-enact the Bastille celebration; and
- participate in simulated “Boxing Day”, “Three Kings Day” and “Québec Carnaval”.

Evaluation

Teacher observation and peer evaluation, recital of Carnavale song, role-play Mardi Gras celebration, short essay on Québec celebrations.

Supplemental Resources

Bienvenue geography transparencies (3);
“New Orleans Style”, Carlex, Inc 2000 [video]. “Carnaval”, Tralco-Educational Lingo Fun 1999, Tralco Educational Services [video].

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Use multimedia sources to access information regarding the target culture(s).

Learner Outcomes

The students will:

- read French menus downloaded from the internet;
- see clothing ads downloaded from the internet;
- read French magazines for cultural insights;
- listen to French musical recordings;
- observe French customs through educational videos;
- research French -speaking countries, including data for population, geography, productivity, etc.; and
- students will observe native speakers and customs through videotapes.

Evaluation

Written reports, present visually self-generated menu, shared dialogue, and video question/answer worksheet, sing French songs they learned off the Internet.

Supplemental Resources

www.roots.com [Québec clothing]

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Demonstrate knowledge of the patterns of behavior of the target culture(s) that are related to recreation and celebrations, comparing and contrasting them with behaviors in their own culture(s).
- Identify and describe some cultural beliefs and perspectives relating to family, school, work and play in both the target culture and their own culture(s).
- Use new information and perspectives among other cultures and their own culture(s).

Learner Outcomes

The students will:

- draw conclusions and comparisons from cultural information presented;
- understand the meaning of “perspectives”;
- investigate briefly the history of Québec family life (childhood, marriage and other life events, relationships, etc.), working life, education, leisure, etc.;
- share information on cultural research in the target language;
- understand the game of hockey and its relevance in Québec life;
- find common cultural threads in information on celebrations and recreation;
- discuss the patterns of behavior for recreation and celebration in the United States; and
- compare and contrast recreation and celebrations of the U.S. and Québec.

Evaluation

Personal and comparative essay on an aspect of Québec life, class discussion, present visually a hockey diagram, Venn diagram, and short research report, test, create a hockey game dialogue.

Supplemental Resources

www.hockey.qc.ca/, <http://www.canadiens.com/>
[Canadian hockey]

CONTENT STANDARD 9: COMMUNITIES

Performance Standard

- Review materials and/or media from the target language and culture for enjoyment.

Learner Outcomes

The students will:

- *peruse and understand short children's books;
- *analyze fast food realia;
- *observe French money, describe it with new vocabulary (size, metals, famous people, nouns for figures and occupations, etc.) and compare it to American money; and
- *participate in independent mini-field trips using/observing the target language/culture.

Classroom Illustration

*Students are required to maintain a portfolio for one marking period which includes:

- 1) record of five authentic French-speaking or cultural experiences in which students have participated beyond the classroom;
- 2) three newspaper clippings of different current events in Québec; and
- 3) three clippings of Québec's monetary rates (non-consecutive) during the marking period.

Evaluation

Oral book reports, portfolio, and teacher observation, create visual poster of money that is used in the country that is studied, dialogue in a fast-food restaurant.

Supplemental Resources

www.cnn.com/WORLD [current events].

Performance Standards

- Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form with other students.
- Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

Learner Outcomes

The students will:

- *use vocabulary for shopping, clothing and grocery store items;
- *use regular present tense -re verbs;
- *discuss current events in Québec;
- *discuss non-sport school activities such as plays, musical performances, art exhibitions, etc.;
- *employ summer family vacation vocabulary for group discussions and short compositions;
- *use “aller + infinitive” to express the near future;
- *use “Est-ce que” for “yes”/”no” questions; and
- *use all the interrogatives for information questions.

Classroom Illustration

Students interview one another regarding their shopping habits, their food preferences, their current after-school activities and their summer plans for the near future. Students must prepare their own questions, record answers, and report back to the class.

Evaluation

Teacher observation of vocabulary games, vocabulary quizzes, collection of current events articles, and oral reports

Supplemental Resources

<http://www.world-newspapers.com/quebec.html>;
“Discovering Canada by Rail”, Superior Home Video, 1999.

FIRST-YEAR HIGH SCHOOL FRENCH

Throughout the French I study year, students will review vocabulary and grammar covered in Middle School French courses such as greetings, names, class objects and phrases, clock time, days of the week, months, seasons, dates, languages and nationalities, body parts, health, colors, weather expressions, ordinal numbers, negative and interrogative statements, pronunciation, subject pronouns, plurals of nouns and adjectives, “être”, “avoir”, and “préférer” (grave accent orthographic verbs), familiar singular commands, position of adjectives, expressions such as ‘il y a’, and definite and indefinite articles. Students will also review cultural themes such as Québec families, food, and festivities.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
- Acquire goods and services through basic negotiations and exchange of monies.

Learner Outcomes

The students will:

- use possessive adjectives;
- use contractions and possessives;
- use ‘tu’ and ‘vous’;
- create and respond to questions regarding their likes and dislikes;
- use negatives such as “ne... rien”, “ne... personne” and “ne... jamais”;
- employ proper vocabulary, grammar, descriptive adjectives, and cardinal numbers to acquire good and services;
- participate in market environments in the classroom and textbook, as well as dialogues and video/audio materials to negotiate and exchange monies;
- use vocabulary of basic clothing;
- express math problems;
- express travel needs;
- acquire goods and services; and
- use “prendre” and its compounds.

Classroom Illustration

Students will work with partners as they create dialogues among shopkeepers, including a cheese shopkeeper and a high-fashion shopkeeper. The partners will use market and shopping vocabulary as well as grammar that emphasizes asking and responding to questions about Euro price, metric quantity, and satisfaction or dissatisfaction. Students will present the memorized dialogues to the class.

First-Year High School French (Cont'd)
Content Standard 1: Communication (Cont'd)

Evaluation

Dialogues, written and multiple choice quizzes, grammar and vocabulary worksheets, games and class participation.

Required Textbook

Bon Voyage, C. Schmitt and K. Lutz, N.Y.: Glencoe/McGraw-Hill, 2002

Supplemental Resources

Shopping video, French newspapers, “Paris Match” magazines, French embassy information packets;

http://globegate.utm.edu/french/globegate_mirror/gramm.html [grammar exercises]

<http://www.gallerieslafayette.com> [department store shopping]

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Comprehend the main ideas contained in videos or television programs on familiar topics.
- Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.
- Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution.

Learner Outcomes

The students will:

- respond through verbal and written expression to questions of main ideas, vocabulary and grammar on video question sheets;
- choose the correct answer in listening comprehension questions related to familiar and unfamiliar topics;
- correctly employ demonstrative adjectives and shortened adjectives;
- use direct and indirect object pronouns;
- use verbs with and without prepositions;
- use pronouns with prepositions;
- use definite articles in a general sense and with days, when necessary;
- use plurals of special ending nouns and nouns as adjectives with 'de';
- use the relative pronouns 'que' and 'qui';
- employ nouns for time;
- demonstrate comparisons of adjectives and adverbs; and
- recognize characters and themes in "Madeline" stories and "Les Misérables".

Classroom Illustration

Two students will perform a skit in front of the class based on a classic tale that includes new vocabulary or grammar. The teacher will then ask listening comprehension questions about the skit. Following answers and a discussion, the teacher puts the skit up on the overhead or board for students to see and repeat. The script is repeated chorally and then with the class separated for the two parts.

Evaluation

Responses to listening comprehension questions, post-video worksheets, class participation, skit performances.

First-Year High School French (Cont'd)
Content Standard 2: Communication (Cont'd)

Required Textbook

Bon Voyage, C. Schmitt and K. Lutz, N.Y.: Glencoe/McGraw-Hill, 2002

Supplemental Resources

“Madeline” video and children’s book, “Les Misérables” video, French fairy tales “Cinderella“, “Puss in Boots“, “Little Red Riding Hood” and “Sleeping Beauty”.

<http://www.discoverfrance.net/France/Theatre/Hugo/hugo.shtml> [V.Hugo links]

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Effectively use repetition, rephrasing and gestures to assist them in communication of their meaning in French.

Learner Outcomes

The students will:

- employ French to ask another student or the teacher to repeat his or her French statement;
- restate a sentence in French in simpler terms if it is not understood;
- make use of hand, facial and body gestures to underscore his or her meaning; and
- use emphatic pronouns.

Evaluation

Class participation, peer evaluation of pair work, oral games

Required Textbook

Bon Voyage, C. Schmitt and K. Lutz, N.Y.: Glencoe/McGraw-Hill, 2002

Supplemental Resources

Body language poster diagrams

http://www.realfrench.net/units/Interunit_41.html [emphatic pronouns information and exercises]; <http://french.about.com/library/weekly/aa020901a.htm> [French gestures with photos]

Performance Standards

- Prepare a diary in French of their daily activities and those of their family and friends.

Learner Outcomes

The students will:

- write simple sentences in a paragraph of daily activities with family, classes, sports, shopping, meals and foods in French society, using present and common irregular and spelling change verbs (such as “aller”, “avoir”, “vouloir”, “pouvoir”);
- use the present tense of “lire”, “conduire” and “écrire”;
- explain the steps of international travel in French;
- use reflexive verbs in the present tense; and
- write more complex sentences using passé composé of -er verbs.

Classroom Illustration

The teacher shows images of famous French people such as Charles de Gaulle, Charlemagne, Marie Antoinette, Napoléon Bonaparte, Victor Hugo and Jacques Cousteau. The students write five sentences for each picture, using new verb endings and verbs to describe what each person's activities are. Selected students read their sentences and then the students write ten more plural sentences about the common activities of two people. These sentences are shared with the class.

Evaluation

Class participation, written sentences, laboratory practice, quizzes, tests, verb games.

Required Textbook

Bon Voyage, C. Schmitt and K. Lutz, N.Y.: Glencoe/McGraw-Hill, 2002

Supplemental Resources

Websites for vocabulary enhancement such as www.puzzlemaker.com, music and images of popular French singers, website photographs of France and Québec.

<http://www.cortland.edu/flteach/civ/famill/famill.htm> [marriage and family];

<http://members.aol.com/dbuthod/verbfest.htm> [verb site];

<http://www.ap/musique.com/fmd/index.asp> [French music]

<http://gallerie.historique.net/france> [Paris photo gallery];

<http://www.france.worldweb.com/PhotoGallery> [France photo gallery]

<http://www.quebec.worldweb.com/PhotoGallery> [Quebec photo gallery]

CONTENT STANDARD 4: CULTURES

Performance Standards

- Recognize simple themes, ideas or perspectives of the target culture.
- Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.
- Identify, analyze and evaluate themes, ideas and perspectives that are related to the products being studied.
- Search for, identify and investigate the function of products from the target culture that are found in that culture's homes and communities.

Learner Outcomes

The students will:

- identify basic aspects of French cultures through videos and readings;
- use videos and readings to understand and discuss French young people;
- familiarize themselves with French products through grammar, vocabulary, readings and projects, and make associations with themes, ideas, and perspectives of French culture;
- understand the importance of French pets;
- understand the importance and procedures for French trains; and
- understand the significance of French meals and diets.

Classroom Illustration

The teacher uses images of French young people in a dialogue of student activities after school and on the weekend. The students answer questions about the dialogue and then discuss behaviors and interactions typical of French young people, such as their fashion and interest in sports.

Evaluation

Video question sheets, class discussions, reading comprehension questions, quizzes, tests, games and class projects.

Required Textbook

Bon Voyage, C. Schmitt and K. Lutz, N.Y.: Glencoe/McGraw-Hill, 2002

Supplemental Resources

Textbook and department video material, photographs of young French people in resources such as “Paris Match”;

http://www.discoverfrance.net/France/Education/DF_education.shtml [French education and youth]; <http://www.efriends.pnet.pl/list33.html> [e-pals];

<http://globegate.utm.edu/french/topics/medical.htm> [health information];

<http://www.zompist.com/frenchcult.html>; <http://www.americansinfrance.net/culture> [French perspectives and culture]

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Identify, compare and contrast different forms of communication in the target culture and in their own culture(s), including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
- Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture.

Learner Outcomes

The students will:

- create artifacts that compare and contrast communication in cultures of the United States and French-speaking nations;
- demonstrate an understanding of similarities and differences between themselves and French youth through the study of information and writing about French young people;
- use the superlative construction;
- employ “croire” and “voir”;
- use “-s” and “-x” ending adjectives; and
- use double final consonant adjectives.

Classroom Illustration

Students listen to music popular with young people in a French culture. They then write about the ways in which young people in the United States and in the French culture think about music and its place in society, as well as how two songs from these cultures might be similar and different from one another. These writings are shared in groups of four and collected by the teacher as a required assignment.

Evaluation

Class artifacts projects, written essays, group discussions and tests.

Required Textbook

Bon Voyage, C. Schmitt and K. Lutz, N.Y.: Glencoe/McGraw-Hill, 2002

First-Year High School French (Cont'd)
Content Standard 8: Comparison Among Cultures (Cont'd)

Supplemental Resources

Countries of the World: France, Gareth Stevens Publishing, 1999. NHRHS Media Center];
<http://www.cortland.edu/flteach/civ/symps/symbol.htm> [French symbols]; www.google.com
[French culture searches].

SECOND-YEAR HIGH SCHOOL FRENCH

Throughout the French II study year, students will review the grammar, culture, and vocabulary covered in the French I class. This includes the irregular verbs ‘etre’, ‘avoir’, ‘faire’, and ‘aller’, as well as ‘pouvoir’ and ‘vouloir’. In addition, they will review all regular –er, -ir, -re verbs. Students will also review pronouns, adjectives, possessive adjectives, ‘qui’ and ‘que’, along with direct and indirect objects.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Exchange information with peers (both face to face and in writing) about events in their everyday lives and memorable experiences from their past.
- Give and follow directions in order to travel from one location to another and ask questions for clarification.
- Exchange opinions on a variety of topics, including issues that are of contemporary or historical interest in the target and their native cultures.
- Exchange information about current and past events, as well as their aspirations in their personal lives and the lives of their friends, families, and others within their communities.
- Use appropriate gestures, when necessary, to make their messages comprehensible.

Learner Outcomes

The students will:

- differentiate between the present and past tense;
- be able to use the passé composé with verbs (both regular and irregular) that take ‘avoir’;
- be able to use the passé composé with verbs that take ‘etre’;
- use agreement when the direct object precedes the past participle;
- use reflexives verbs in the passé composé;
- differentiate between the passé composé and the imparfait;
- know the formation of the imparfait; and
- differentiate between the times to use the passé composé and the imparfait.

Classroom Illustration

- The teacher displays a photograph on the overhead. The class, as a whole, will create a story in the past tense using the passé composé and the imparfait. The teacher writes the responses on the board. The first student will give a sentence possibly stating the date. The next student will continue by stating the time, the third student will describe the weather and the fourth student will describe the character(s). Then one student will begin to talk about “what happened” and start using action verbs in the past. They continue to use the two tenses. Once all of the students have participated and the board is complete, the class goes back and reads the story that they have created. The teacher may continue to ask questions based on the picture or the sentences.
- The students are given two cards. One card represents the passé composé and one card represents the imparfait (this can also be used to practice être and avoir in the passé composé). The teacher reads a sentence (or past participle) and the students hold up the appropriate card. They must choose quickly and may not change their card after looking at everyone’s cards. Then the teacher shows the correct card, and the students keep their score.

Evaluation

Class projects (time line poster, book), journal entries, quizzes, tests

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Audio cassettes in the language laboratory, www.quia.com, Images Trois

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Understand the main ideas, themes, and some details from authentic television, radio, or live presentations on topics that are of interest to themselves as well as their peers in the target culture.
- Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g. personal letters, electronic mail, pamphlets, advertisements and illustrated newspaper and magazine articles.
- Work individually to collect data on familiar topics from various print and electronic sources.
- Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Learner Outcomes

The students will:

- understand the main ideas from dialogues of native speakers;
- understand the main ideas from authentic writings from short stories and newspaper articles; and
- use the internet to locate articles and journals in the target language.

Classroom Illustration

Students will be given a copy of a text. Their first task is to look through the text and determine which tense(s) is being used, and in which tense(s) the story is taking place.. Students are to then look through the text a second time and locate important words with which they are familiar. Now the students are to read the text for comprehension and answer a variety a questions on the reading. The beginning questions are fairly easy and increase with difficulty.

Evaluation

Class discussion, evaluation to the responses from the questions about the text.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Language laboratory, text video, Journal Francais, Images Trois

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

Learner Outcomes

The students will:

- learn to properly address both formal and informal letters;
- learn vocabulary associated with the post office;
- compare and contrast the postal system in France and the United States;
- be able to use the verbs 'envoyer', 'employer', and 'payer'; and
- properly address an envelope being sent to France.

Classroom Illustration

In their journals, students are to write two letters. The teacher will make up a scenario in which the students need to write a formal letter to an adult about a topic of concern. They are to include the proper heading, greeting, opening, and closing. The second letter is an informal letter written to a real friend. Again, they are to use the proper heading, greeting, opening, and closing. Once the letters are revised, they may share the letters with other students in the class.

Evaluation

Letter writing, journal, class participation, quiz, test

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resource

www.google.com

CONTENT STANDARD 4: CULTURES

Performance Standards

- Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.
- Identify, analyze and evaluate themes, ideas, and perspectives that are related to the target culture.
- Identify and experience or read about and discuss expressive forms of the target culture in order to explore their effects on the larger community. [These forms include popular music or dance, appropriate authentic texts, e.g. children's magazines, comic books or literature and common artwork, such as typical cultural designs that are used for clothing, pottery, ceramics, paintings, and architectural structures].

Learner Outcomes

The students will:

- identify home-oriented activities;
- identify French and American lifestyles, such as pop music, sports, and leisure activities; and
- master vocabulary related to hairstyles, cosmetics and other popular fashions in France

Classroom Illustration

- This activity requires some imagination. Students will pretend to be a wanted French convict. They will create a profile about themselves so that the public may be able to locate them. They are to write as much as they can about their likes/dislikes, their activities, their lifestyle, and their appearance. They may be as creative as they wish to be when describing themselves.
- Students are to choose a hairstyle from a magazine and describe the style, tell what they like or dislike about the style, determine a new style that they would recommend for the person, and decide whether or not they would recommend this for another person or themselves. (This can be done for cosmetics and other products).

Evaluation

Class discussions, profiles, advertisements, quiz, test,

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Second-Year High School French (Cont'd)
Content Standard 4: Cultures (Cont'd)

Supplemental Resources

Text video, language lab, hair advertisements, phones, magazines

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Acquire more complex information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.
- Analyze the similarities and differences among the sources, selecting the most appropriate information for specific purposes.
- Use information acquired from other school subjects to complete activities in the world language classroom.

Learner Outcomes

The students will:

- be knowledgeable about many different aspects of the French culture (World Cultures);
- know facts about several of the important historical events of France (History/Social Studies); and
- compare, contrast, and analyze results using different graphs and codes (Mathematics).

Classroom Illustration

This may be done either by the teacher using a K-W-L chart or by having the students write down as much information as they know on a specific topic. The students and teacher then discuss their responses. After the responses are stated, the teacher will expand on the information that is already known and form comparisons and link these facts to the ones that were already stated. This can be done as a chart, in note form, or as a discussion.

Evaluation

Discussion among colleagues, K-W-L chart, class project using prior and new information.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Maps, timelines, graphs and charts

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Develop the necessary skills to use the Internet World Wide Web in order to gain greater access to the target culture(s).

Learner Outcomes

The students will:

- be able to search and locate accurate information on the internet;
- be able to properly use a search engine for locating information; and
- be able to access review websites where the students can practice the French language (grammar and vocabulary).

Classroom Illustration

The students are given a list of 15-20 items, which align with the current unit. They are to choose 10-15 of these items to search for and locate using a search engine on the internet. For example, in a Postal System unit, the students may need to locate a picture of a French stamp, a French address, a street sign, etc. In a train unit, students will need to locate a train ticket, une gare, TGV, etc. Once they have found these items they are to print and label each item and briefly explain the picture. When all of the items are found and explained, they deliver the packet to the teacher.

Evaluation

Completion of internet project, teacher observation

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resource

Search engines, www.yahoo.com, www.google.com

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.
- Evaluate the style of a communicative interaction in the target language.

Learner Outcomes

The students will:

- discuss the irregulars in the passé compose and in the English past tense;
- compare the passé compose and the imparfait to the English past tense and imperfect; and
- understand the changes in word order and the different placements of direct objects, indirect objects, negation, and reflexives.

Classroom Illustration

This is generally done during individual lessons. When students are learning the passé compose, they may discuss irregulars. Next, when students are learning about direct and indirect objects, they may discuss the changes in their placements. This can also be done as a culminating activity at the end of the year. The teacher may ask the students to create a list or write about all of the linguistic differences between the two languages.

Evaluation

Class discussion, list, proper usage in journals and homework

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Compare and contrast art forms, such as music and songs from the target culture, with those in their own culture(s).
- Use new information and perspectives to analyze the differences among other cultures and their own culture(s) and begin to explain the reasons for such differences.

Learner Outcomes

The students will:

- compare and contrast home-oriented activities in France and the United States;
- compare and contrast French and American lifestyles, such as pop music, sports, art, and leisure activities;
- compare and contrast hairstyles, cosmetics, and fashion in France and the United States;
- identify proper phone etiquette; and
- compare and contrast the telephone service in France and the United States.

Classroom Illustration

Students will write a letters to teenagers in France and describe their daily lives and activities, as well as, the current culture for teenagers in America. Students will describe aspects such as school, after school jobs, family life, fashion, hair, and other aspects, which can be viewed as ‘a la mode’ or as ‘faux pas’. Students will then write a second letter imagining how their French correspondences would have replied to their letters. They will write about what is current in France and the French lifestyle.

Evaluation

Completion of the two letters, oral report, test

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Magazine advertisements, Journal Francais

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Exchange information about family, school events and celebrations with native speakers via letters, e-mail and audio or video tapes.
- Use various media from the target language and culture for personal enjoyment.

Learner Outcomes

The students will:

- read articles from newspapers or the internet which discuss their personal interests;
- read short stories or passages which deal with current teen issues; and
- discuss the main ideas of journals, letters, articles and short stories.

Classroom illustration:

Students are to look through a French newspaper, book, or online journal, and choose an article or short story, which deals with a topic of personal interest. Each student will individually read the passage that he/she has chosen. They are given the choice to discuss the reading with the teacher (explain what they thought of the passages, the main ideas, and other ideas that they developed while reading) or they may write about what they have read.

Evaluation

Interview with the teacher, summary on article

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resource

Journal Francais, computers, Images Trois Presse a l'ecole

THIRD-YEAR HIGH SCHOOL FRENCH

Throughout the French III study year, students will review the vocabulary, culture, and grammar covered in the French II course. This includes tenses such as the present tense of –er, -ir, and –re verbs, as well as, the passé compose of verbs that take both etre and avoir, agreement, reflexives, regular verbs, irregular verbs, and reflexive verbs. Students will also review the imparfait and the uses for this tense, along with comparing it to the passé compose. Students will review grammar points of qui and que, reciprocal actions, negative expressions in both the present and past, the infinitive of reflexive verbs, starting a sentence with no one and nothing, interrogative and demonstrative pronouns, the plural –x, expressions of time, interrogative and relative pronouns, pronouns with the imperative, and better vs best

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Discuss their personal feelings and ideas with members of the target culture in order to persuade them to alternate viewpoints.
- Exchange information about international current events based on newspaper or magazine articles, television and radio programs and videos, and compare and contrast how information is reported in both the target and their native cultures.
- Share their personal reactions and feelings about literary texts, such as poems, plays, short stories, and novels.
- Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication when they cannot express their intended message adequately.
- Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

Learner Outcomes

The students will:

- read articles/texts for comprehension, both for main ideas and details;
- develop viewpoints and opinions and prepare persuasive arguments; and
- utilize various problem-solving methods.

Classroom Illustration

Students will read a text/article and write down their immediate reactions and personal feelings to the article. The students then identify the problem and think of several possible solutions to the problem. Next, the teacher will ask questions regarding the article and the students will discuss their feelings and offer possible solutions. They may try to persuade another student into changing his/her mind. After several minutes, the class will read the outcome and then briefly write/discuss if they were happy with the outcome, if it could have been different, and why the text ended in this particular fashion.

Evaluation

Comprehension of story through personal reactions and solutions to problem(s), class discussions, open-ended questions, journal entry

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Journal Francais, Encore, Presse a l'ecole Image Trois, Antoine, Valette, McDougal Littell, 1999

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Identify the principal characters and comprehend the main ideas, themes, and significant details when reading authentic literary texts that have been adapted for student use.
- Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.
- Understand the main idea or plot and relevant details or subplots of radio or television programs, films, or other forms of media designed primarily by native speakers of the target language.
- Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, comedies, and anecdotes.
- Comprehend the main ideas and significant details of full-length feature articles in newspapers and magazines on topics of current or historical importance in the target culture.
- Recognize the characters and the significance of their roles when reading authentic texts and comprehend the main plot and relevant subplots.

Learner Outcomes

The students will:

- be knowledgeable in early French oral and written literature;
- be knowledgeable in French history beginning in the time period of 500BC, when France was known as La Gaule and Paris was called Lutece, through the 1400's; and
- recognize important groups, heroes and kings such as Vercingetorix, Clovis, Les Gaulois, Guillaume le Conquerant, Jeanne d'arc, and significant events such as la bataille d'Hastings, La Guerre de 100 ans, Les Croisades, and Le Regime Feodal.

Classroom Illustration

- After studying a select time period of French history, the students may each choose a person or major event that they would like to research. Each student will write a short summary about the person or event and place a corresponding photo with the summary. Then each student will act out for the class his/her topic. Once the other students have guessed the answer, the student will place his/her person or event on a large timeline that the teacher has constructed. When all of the students are finished, the timeline will be complete.
- The students will read a selection from the medieval period, which portrays a description of life during that time period. The students may read the story together or choose to act out the characters. After the story is read, the teacher will ask a series of questions ranging in difficulty from basic information in the story to students' reactions and feelings.

Third-Year High School French (Cont'd)
Content Standard 2: Communication (Cont'd)

Evaluation

Reading comprehension, timeline project, class participation, test

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Video: Joan of Arc, Aucassin et Nicolette
<http://philae.sas.upenn.edu/French/french.html>

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Prepare recorded audio or video messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
- Prepare oral presentations and/or written summaries on the 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 analyses in the target language of the plot, character descriptions and development, and themes found in authentic language literary works, including poems, short stories and short works of fiction or nonfiction.
- Describe, express opinions about and analyze stories, plays, poems or other literature as well as radio programs, music, films and art.

Learner Outcomes

The students will:

- collaborate as a group to create a video;
- write, revise, and perform a film;
- read and understand short stories and plays about French culture;
- speak using a variety of tenses, such as the present, past, future, conditional and subjunctive;
- present information in various ways (acting, restating);
- express their opinions and reactions to historic events and literature;
- recognize historic cave painting (ancient art) and express their reactions; and
- recognize and react to Gothic style.

Classroom Illustration

- See classroom illustrations for Content Standard #2
- Students are divided into groups of three to five. They will write a script for a video, which is to last between three to five minutes. The teacher will look over the script and make any corrections. The students will create a final copy, memorize their lines, and perform in front of a camera. After the teacher has viewed and graded the videos, the class will watch all of the videos.
- Students will read a play or short story. Each student takes on the role of a different character. This may be read or acted out. Then the teacher will ask each student to retell one piece of the play or short story from memory. This continues until the entire story has been retold.

Third-Year High School French (Cont'd)
Content Standard 3: Communication (Cont'd)

Evaluation

Reading comprehension, class participation, timeline project, video project.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

www.culture.fr/culture/arcnat/lascaux/en/

www.paris.org/Monuments/NDame/info.html

Video: Gothic Cathedrals Blanche Neige et les sept nains

Le Metro et la vie souterraine

Les Entrevues avec des celebrities francaises

CONTENT STANDARD 4: CULTURES

Performance Standards

- Successfully interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.
- Identify, analyze, and evaluate themes, ideas and perspectives related to products of the target culture.
- Identify and experience or read about and discuss expressive products of the culture, including but not limited to literature, periodicals, videos, commercials, and the fine arts; also assess the significance of these products in the larger community.

Learner Outcomes

The students will:

- comprehend the various means of travel (local and distant);
- master vocabulary associated with transportation, such as airports, metro systems, highways and driving, and bus systems; and
- understand the fashions and clothing of French culture, and their importance in the world.

Classroom Illustration

- All students will imagine that they are currently in Paris. The teacher will provide each student with a different destination (in Paris, in France, outside of France). The students will be responsible for determining the method of transportation that he/she will need to use and where they need to go and how much it will cost.
- The students will put on a fashion show, similar to those that take place in France. Each student will select an outfit and describe it completely on an index card. The day of the show, all students must dress in the exact outfit that he/she has described. The teacher will read off the cards and the students must “show off” the article of clothing as the teacher is reading about it.

Evaluation

Travel assignment, fashion show presentation, class participation.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Third-Year High School French (Cont'd)
Content Standard 4: Cultures (Cont'd)

Supplemental Resources

Presse a l'ecole, www.quia.com, language laboratory

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Acquire even more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.

Learner Outcomes

The students will:

- be able to identify certain famous musicians and composers and their works;
- be able to identify certain famous scientists and their discoveries; and
- be able to identify certain famous authors and their works along with the time period in which they lived and their style of writing.

Classroom Illustration

The teacher will write a topic on the board (ie-authors). The teacher will then ask the class to list any famous French authors they can think of along with any of their pieces of work. The teacher will write the authors and works on the board along with any that were not previously stated. Then the teacher can then narrow down the list by either time period, style of writing, or anything else and discuss that topic, using samples of texts from those authors.

Evaluation

Discussion amongst other peers, class discussion.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Images Trois, Antoine, Valette, McDougal, Littell, 1999 www.google.com

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Use multimedia sources to analyze aspects of the target culture(s) and apply their knowledge to new situations.
- Analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

Learner Outcomes

The students will:

- understand how to use search engines to research information on certain aspects of the target culture;
- read and analyze websites in French and determine whether or not the presented information is useful; and
- read and analyze newspaper articles and journal in French and determine whether or not the presented information is useful.

Classroom Illustration

Students are given an assignment (to find a job, to search for an apartment) in which there are certain restrictions. The students may use the computer, journals, newspapers, or other media resources in French to locate the best match for their assignment. Once the student has located this, he/she will briefly explain why it was chosen. The teacher will determine if the student has remained within the restrictions and evaluate the student's reasons for his/her choice.

Evaluation

Search project, oral/written presentation.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

www.google.com, www.yahoo.com, Journal Francais, Presse a l'ecole

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Organize the essential elements of the target language in order to teach others.
- Defend the style of a communicative interaction in the target language.

Learner Outcomes

The students will:

- understand and utilize the future of both regular and irregular verbs, including how to form expressions using 'quand';
- be able to successfully form adverbs;
- understand and utilize the conditional tense of both regular and irregular verbs, including the usage of 'si' propositions;
- master forming questions in a variety of styles;
- understand and utilize the subjunctive tense of both regular and irregular verbs, including impersonal expressions and expressions of want; and
- listen to, analyze, and compare communications in French and the tenses that are being used in the dialogue for clear comprehension.

Classroom Illustration

Students will read texts and explain why the texts were written in the specific tenses. They will explain how they identified each of the tenses and further explain the reasons why the author used each particular tense (was there a flashback, was he looking ahead, was he discussing something that may/may not happen?)

Evaluation

Reading comprehension, class discussion, journal entry, test

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Language lab, Presse a l'ecole, JournalFrancais, Blanche Neige et les sept nains, Le Metro et la vie souterraine, Les Entrevues avec des celebrites francaises, www.quia.com

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivities, religious ceremonies and recreational gatherings, that exist in both the target culture and their own culture(s).
- Solicit their peers’ opinions on an aspect of United States culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture view the same topic.
- Compare and contrast the treatment of current issues in both the target culture and their own culture(s) by drawing on authentic texts.
- Analyze how other cultures view the role of the United States in the world arena.
- Evaluate the effectiveness of a communicative interaction, based on cultural elements.
- Use new information and perspectives to demonstrate understanding of the similarities and differences among other cultures and their own culture(s).

Learner Outcomes

The students will:

- study important French holidays such as, Christmas, Bastille Day, and New Year’s Day;
- compare and contrast how the French and Americans celebrate Christmas, Independence Day, and New Year’s Day;
- compare and contrast French and American traditions and practices;
- compare and contrast French and American weddings; and
- compare and contrast the educational systems in both the United States and in France.

Classroom Illustration

- Students will imagine spending a Holiday in Paris and write a letter to a friend describing everything that is taking place. They will describe the decorations and celebrations throughout the city, as well as, the decorations/materials needed for a celebration at his/her home. They will explain how some practices are similar to those in the United States while others are different. Finally, they will create a ‘carte de vœux’ (greeting card) for their appropriate holiday with an appropriate greeting to send with their letter.
- Students will create a list of pros and cons regarding the differences in the French and American educational systems. The students will review the list of differences and decide which system they prefer better. They will each state which system they prefer and explain their reasons for their choice.

Third-Year High School French (Cont'd)
Content Standard 8: Comparison Among Cultures (Cont'd)

Evaluation

Letter to a friend, greeting card, list of differences in educational systems, classroom discussions and debates.

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

Supplemental Resources

Image Un, Antoine, Valette, McDougal Littell, 1999
Language lab, Greetings from France

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Read literature, listen to music and view films in the target language for entertainment.
- Use various media from the target language and culture for entertainment.

Learner Outcomes

The students will:

- develop an understanding of the influence of French culture on current American culture (ie – books, movies, Broadway plays, music);
- increase knowledge of vocabulary and parts of speech through readings and songs;
- research the works of famous singers, writers, and actors who are French; and
- experience various music, books, movies and live performances for entertainment.

Classroom Illustration

Students will be asked to write about and/or present world language experiences that have taken place outside of the classroom. This may include listening to a certain CD, watching a movie, reading a book or newspaper article, and finally searching for websites on the internet.

Evaluation

Composition, presentation

Required Textbook

A Bord, C. Schmitt and K. Lutz, N.Y.: Glencoe, 1994

FOURTH-YEAR HIGH SCHOOL FRENCH

Throughout the French IV study year, students will complete an extensive review of all previous vocabulary and grammar taught in the French III course. This includes topics such as the present tense, the passé composé of both regular and irregular verbs, as well as, verbs that take avoir and être, and the imperfect tense. They will also review regular and irregular verbs in the future, conditional, and subjunctive tenses. Some grammar points are two pronouns in the same phrase, ‘quand’ clauses, the formation of adverbs, ‘si’ clauses, questions, impersonal expressions, and expressions of want.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Estimate how international current events will be reported in both the target and native languages.
- Share their personal reactions and analyze feelings about literary texts, such as poems, plays, short stories, and novels.
- Work independently to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to self-evaluate and improve their own communication.
- Work independently to develop solutions to contemporary, historical, literary, and personal problems in the target culture.

Learner Outcomes

The students will:

- read and comprehend authentic French literary texts;
- react and express their opinions both orally and in writing;
- identify problems and other situations in stories and history; and
- devise solutions and alternative means for characters and/or historic figures.

Classroom Illustration

Students will be given half of a story to read. After they have read it, they will identify the problem and identify at least two different methods that the character can use to resolve the problem. They will also create the ending that they believe would best complete the story. After the class has discussed the first half of the text and everyone’s methods and endings, they will continue to finish the text. At the end they will discuss whether or not they were happy with the ending and what they believe the author should have changed.

Fourth-Year High School French (Cont'd)
Content Standard 1: Communication (Cont'd)

Evaluation

Reading comprehension, class discussion, open-ended questions, composition for alternative endings, final test.

Supplemental Resources

Encore, J. Weston Walch, Publisher, 1986

Images Trois, Antoine, Valette, McDougal Littell, 1999

Contes et legendes du monde francophone, Vary, Brouillet, National Textbook Company, 1997

Le Petit Prince, Saint-Exupery, Editions Gallimard, 1987

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Critique the plot and characters and their effects on one another.
- Analyze the main ideas and themes and participate in extended discussions, lectures, and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.
- Summarize the main ideas and themes or plot and relevant details of media, live and recorded presentations that are culturally significant or designed by native speakers.
- Summarize details from media in the target language and analyze their effect on the target culture and native culture.

Learner Outcomes

The students will:

- analyze and compare characters in a text and historical figures in history;
- study French history from the 1400's to the fall of Napoleon, including, Louis XIII, Louis XIV, Louis XV, Louis XVI, Marie Antoinette, Robespierre, La Revolution, and Napoleon Bonaparte;
- listen and comprehend the main ideas from French media, consisting of current commercials that have appeared on French television, as well as, articles from French newspapers and magazines; and
- analyze and compare characters and their messages from the novel Le Petit Prince.

Classroom Illustration

- Students choose a historical figure that they have studied and create a tombstone for this person. They are to write an epitaph including the date of birth and death along with all major accomplishments. They are to display a picture of this person along with any symbols that would help characterize the figure. When the class is finished the teacher will create a cemetery by displaying all of the students' tombstones.
- The students will watch French commercials and complete a list of products that they would choose to buy according to the commercials and a list of products that they would not buy after viewing the commercials. They will write down several key reasons for their choices and after the commercials discuss their results.

Evaluation

Tombstones, class discussion, participation, test on history

Fourth-Year High School French (Cont'd)
Content Standard 2: Communication (Cont'd)

Supplemental Resources

Videos: Les Miserables, Marie Antionette, Napoleon, 1992 French TelevisionCommercials,
2000 French TelevisionCommercials

www.serve.com/Threshar/napoleon.htm

<http://www.paris.org/Monuments/Arc/info.html>

Journal Francais Presse a l'ecole

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Integrate technology in the classroom in order to converse with others in the target language regarding topics of personal interest, daily life and culture.
- Critique and defend oral presentations and written analyses.
- Create scenes, poems and short stories in the target language.
- Justify opinions and analyze stories, plays, poems, or other literature, as well as radio programs, music, films and art.

Learner Outcomes

The students will:

- create an additional chapter, using all learned vocabulary, to the book Le Petit Prince;
- explain why authors/narrators choose to present the material in a particular tense and manner;
- analyze and compare characters in a literary text and historical figures in history; and
- analyze French media, consisting of current commercials that have appeared on French television, as well as, articles from newspapers and magazines.

Classroom Illustration

After reading Le Petit Prince, students will create another chapter to the book. They will imagine that the little prince visits one more planet. They will think of a 'moral' that humans sometimes lack, or human flaw, and create a character to represent that flaw. The little prince will interact with this character and by the end, leave with the same reaction as in the novel itself. They are to include 5 new vocabulary words, 1-2 typed pages of text, and 3-4 follow-up questions.

Evaluation

Le Petit Prince chapter project, journal entries (Who is the little prince?) presentation of chapter project.

Supplemental Resources

Encore, J. Weston Walch, Publisher, 1986

Images Trois, Antoine, Valette, McDougal Littell, 1999

Contes et Legendes du monde francophone, Vary, Brouillet, National Textbook Company, 1997

Le Petit Prince, Saint-Exupery, Editions Gallimard, 1987

1992 French Television Commercials, 2000 French Television Commercials

Journal Francais, Presse a l'ecole

CONTENT STANDARD 4: CULTURES

Performance Standards

- Identify and analyze products of the target culture, such as social, economic, legal and political institutions, and explore the relationships between these institutions and the perspectives of the culture.
- Invent, predict, and justify expressive products of the culture.

Learner Outcomes

The students will:

- analyze the expressive, literary products of the francophone world; and
- discuss the relationships between these products and the perspectives of the target culture.

Classroom Illustration

Students will read several stories from Contes et legendes du monde Francophone. The students will discuss the main ideas and characters of the stories and discuss why they believe these stories were chosen to represent those individual countries. The students will try to imagine living in these countries and try to determine who created these stories and why. “What was their profession? Did they have a family? What are some daily chores they may have to do?” These may be a sample of some of the questions that the students may come up with.

Evaluation

Written and oral analyses of both the characters and plot, as well as, the how these stories may represent their countries.

Supplemental Resources

Contes and legendes du monde francophone Vary, Brouillet, National Textbook Company, 1997
Le Petit Prince, Saint-Exupery, Editions Gallimard, 1987
Images Trois, Antoine, Valette, McDougal Littell, 1999

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Acquire complex and abstract information about world language outside the language classroom and compare and integrate it with other school subjects, their personal lives and their present and/or future employment.

Learner Outcomes

The students will:

- be knowledgeable about the French Revolution and bring information into their English class when reading A Tale of Two Cities; and
- be knowledgeable about francophone countries and cultures and bring information into their World Cultures class.

Classroom Illustration

Students will create a K-W-L chart and in the first column list everything that they already know about the topic and in the second column list everything that they want to know about the topic. The students and teacher then discuss their responses. After the responses are stated, the teacher will expand on the information that is already known and form comparisons and link these facts to the ones that were already stated. This can be done as a chart, in note form, or as a discussion.

Evaluation

Class participation, discussion with peers, K-W-L chart

Supplemental Resources

Video: A Tale of Two Cities

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Make original multi-media presentations in the target language or culture.

Learner Outcomes

The students will:

- master the use of power point program;
- enhance projects through the use of technology; and
- incorporate technology into oral presentations.

Classroom Illustration

The students will choose from a variety of topics, which are associated with the story/book/play that they have been studying. They are to prepare a five to seven minute presentation in which they will discuss, in depth, their topic. They will need to provide handouts to the class, as well as, a (some) visual aid(s) in front of the class. The students may wish to plan their presentation on a power point program so that the students are able to follow the handouts along with the information on the screen. The students may wish to use the power point simply to add graphics and pictures or to highlight the main points of their presentation.

Evaluation

PowerPoint and oral presentation

Supplemental Resources

PowerPoint software

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Research the history and culture behind linguistic elements of the target language.
- Revise the style of a communicative interaction.

Learner Outcomes

The students will:

- master the formation of the subjunctive, as well as, the past subjunctive tenses;
- recognize all of the conditions in which to use the subjunctive and past subjunctive tenses;
- master the formations of advanced tenses such as the pluperfect, future perfect and the past conditional;
- master the formation and literary reasons to use the passé simple; and
- interchange the passé simple and the passé composé.

Classroom Illustration

While students are reading a text in the passé simple, the teacher will divide the paragraphs amongst the students and ask each student to rewrite the paragraph, but change from the passé simple to the passé composé. This can also be done, by asking students to change the tense of a text (past tense to future tense). Then each student will read aloud his/her paragraph in the new tense.

Evaluation

Revision of paragraph, oral presentation.

Supplemental Resources

Memory game, www.quia.com, flyswatter

Encore, J. Weston Walch, Publisher, 1986

Images Trois, Antoine, Valette, McDougal Littell, 1999

Contes et Legendes du monde francophone, Vary, Brouillet, National Textbook Company, 1997

Le Petit Prince, Saint-Exupery, Editions

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Critique cultural traditions and celebrations, and communicate their feelings in the target language.
- Analyze the differences in opinions between peers themselves and peers of the target cultures on an aspect of U.S. culture.
- Predict the treatment of current issues in the target culture by drawing on previous responses.
- Based on history, generalize how target cultures view the role of the U.S. in the world arena.
- Predict the effectiveness of a communicative interaction, based on cultural elements.
- Using progressively acquired information, justify the differences among other cultures as compared to their own culture.

Learner Outcomes

The students will:

- identify certain French traditions, celebrations, and holidays;
- comprehend the reasons why the French celebrate Bastille Day, due to the Revolution, and the manner in which they celebrate;
- compare and contrast the celebrations between Independence Day in the United States and Independence Day (Bastille Day) in France; and
- describe the differences and similarities towards the opinions of the French and Americans on revolutions and independence.

Classroom Illustration

The class will divide into two groups. One group will imagine being American students in Paris on July 14th, while the second group will imagine being French students in New York on July 4th. They will describe the things that they “see” and why they are taking place. They will compare and contrast these events with the opposite group.

Evaluation

Class (group) discussion, description of the events occurring in designated country, oral questions and answers.

Supplemental Resources

www.powerup.com.au/~rdale/bastille.htm

www.worldtable.com/Jack/Paris/Bastille.intro.html

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest.
- Establish and/or maintain interpersonal relations with speakers of the target language via e-mail and/or exchange programs.
- Consult various sources in the target language to obtain information on topics of personal interest.

Learner Outcomes

The students will:

- communicate effectively with native speakers on various topics; and
- be able to research material on the internet using the target language.

Classroom Illustration

The students will plan a trip to France. They are responsible and must provide information and documentation for the travel arrangements (passports, flights), hotel arrangements, and a 3 day itinerary. They are to print out all forms that are necessary and document all of their excursions, including all information regarding the places they chose to visit. The teacher may require the students to keep a journal describing all the places that they have “visited”. The students should be given ample time to research and document all of the information.

Evaluation

Project - accurate portrayal of planning a trip to France

Supplemental Resources

www.adp.fr

www.americanpassport.com

www.hotel-a-paris.com

www.monum.fr

EIGHTH GRADE SPANISH

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Describe their favorite activities at home and school.
- Describe various people and objects found at home and school.

Learner Outcomes

The students will:

- use proper pronunciation, particularly of the letters “g”, “h”, “j”, “ll”, “ñ”, and “rr”;
- use proper emphasis on stressed and unstressed syllables;
- use the irregular conjugations of “ser”;
- express ideas in the negative;
- use “hay” in sentences as opposed to “ser”;
- employ proper agreement of adjectives and nouns, feminine and masculine, singular and plural;
- use clock time;
- employ vocabulary for school courses and basic after school activities;
- express differences and similarities between schools in the United States and in Spanish-speaking countries;
- use vocabulary of family members and basic adjectives to describe their family; and
- students will explain the differences between Spanish families and their own.

Classroom Illustration

Students will take notes as they interview one another to discover the activities, classes and times of their activities and classes in which they and their family members do and do not participate. To monitor their knowledge of vocabulary, pronunciation and agreement, students will report back to the class. At the end of the activity, students will speculate on what would be said in a Spanish-speaking country about responses to similar interview questions.

Evaluation

Teacher observations of student interactions and oral presentations, grading of interview notes, quizzes, and tests, student oral questioning of favorite activities, small essay on favorite person, dialogue of school activity.

Eighth Grade Spanish (Cont'd)
Content Standard 1: Communication (Cont'd)

Supplemental Resources

“Families of Mexico”, Master Communications Inc. 2001, [video]; “Mexican Students”, Educational Video Network.

Performance Standards

- Exchange opinions about people, activities, and events in their personal lives or communities.
- Exchange basic information about events, such as classes, meetings, and meals.
- Participate in culturally appropriate exchanges that reflect social amenities, such as expressing gratitude, extending and receiving invitations, apologizing, and communicating preferences.

Learner Outcomes

The students will:

- use gustar and implicitly use indirect object pronouns;
- employ expressions of social courtesy as appropriate;
- use polite, familiar, singular and plural forms of “you” correctly;
- employ vocabulary for three meals of the day and for basic foods;
- employ vocabulary for community and family events such as the “quinceañera”, Día de la raza, Día de los muertos, and Cinco de mayo; and
- explain order of names in marriage .

Classroom Illustration

Students will bring in a typical Spanish dish, indicative of a particular holiday. Each student will play a particular role of being a good friend or a new acquaintance. They will hold a mock meal and greet all their guests as is customary in a Spanish-speaking country. Students will name which foods are present at these meal stations. They will express whether they like a certain dish or not.

Evaluation

Teacher monitored oral presentations on social amenities, quiz on foods, and classroom presentations, dialogues focusing on meal events, poems written about favorite foods, oral presentations about class schedule.

Supplemental Resources

“Día de los Muertos”, Carlex, Inc 1999 [video];
www.geocities.com/NapaValley/4722/mexican.html [recipes];
www.casafiesta.com/html/recipes.html [recipes]; “Cinco de mayo”, Schlessinger Video Productions, 1994.

Performance Standards

- Find alternate methods of communication when they cannot express their intended message adequately.

Learner Outcomes

The students will:

- employ synonyms for the vocabulary “to have/take”, “to like/prefer”, “classes”, “students”, “school/high school”, “good-looking”, “thin” (which allow alternatives when one vocabulary word is forgotten); and
- students will use the prefixes and suffixes such as “-ción” and “-mente” to provide easy access to vocabulary through cognates.

Evaluation

Teacher observation and self-evaluation.

Supplemental Resources

<http://spanish.about.com/library/weekly/aa110998.htm> [prefixes and suffixes]

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Identify people and objects in their environment, based on oral and written descriptions.

Learner Outcomes

The students will:

- identify articles of clothing, classroom objects, and parts of the body;
- employ the use of the reflexive “lavarse” and the transitive “doler”;
- use tomar and llevar in different situations; and
- use possession to identify objects.

Classroom Illustrations

- Students will point out various objects in the room to the teacher (including clothing and classroom objects). The students will be asked to carry these items in their backpack or to take the item. They will be administered an oral assessment on vocabulary and pronunciation. Some of the clothing will be traditional Spanish clothing.
- Students will be paired so that may interview each other and find out which body part hurts, and what parts they wash after a sports game. Teacher will monitor the pronunciation and students will hand in the interview.

Evaluation

Quiz on possession, vocabulary quiz on clothing and classroom objects, and oral monitoring by teacher, draw visual representation of clothing and explain in Spanish their poster, dialogue in class about buying clothes in a store, write a poem using vocabulary of the parts of the body.

Supplemental Resources

“Dime Algo” [audio tapes on classroom objects]; <http://moas.atlantia.sca.org/topics/clot.htm> [costume links].

Performance Standards

- Comprehend short conversations among peers and familiar adults on well-known topic, including their favorite activities at home or at school.
- Comprehend brief notes on familiar topics, including daily activities at home or at school.

Learner Outcomes

The students will:

- respond to questions using the interrogatives; and
- summarize what they have heard from a presentation.

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture, such as a birthday party or picnic.
- Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.
- Present short plays and skits, recite selected poems and anecdotes and perform songs in the target language.

Learner Outcomes

The students will:

- understand the activities associated with a Spanish birthday;
- organize activities, foods and beverages for a simulated Spanish birthday;
- discuss their own birthdays using the numbers and “tener” + age; and
- sing the “Mañanitas” birthday song.

Classroom Illustrations

Students will prepare typical foods and beverages for a Spanish birthday party, sing the birthday song, present special birthday activities in small groups and discuss their ages in front of the class.

Evaluation

Outline check, presentation, and food sampling, sing the Mañanitas song, orally question each other about their age, dialogue involving a Spanish picnic.

Supplemental Resources

Sweet Fifteen” (BWE Video); “Mañanitas” song from Bienvenidos, 1995, Glencoe Publishing Company

CONTENT STANDARD 4: CULTURES

Performance Standards

- Use appropriate verbal and non-verbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Learner Outcomes

The students will:

- use proper body language to demonstrate “Ven aquí”, “Adiós”, “No”, “Tengo hambre”, “Tengo sueño”, “Así-así and “Un poquito”;
- use the “vosotros” form for plural “you” in Spain;
- use expressions such as “Así-así”, “Lo siento” and “Yo también”;
- comprehend and employ simple commands such as “Ven aquí/acá”, “Vete”, “Escribe”, “Habla”, “Toma apuntes”, “Mira”, “Lee”, “Dame”, “Dime”, “Levántate”, and “Siéntate”;
- and
- comprehend minor differences of regular polite commands.

Evaluation

Teacher observation of verbal and non-verbal cues, movement- practice authentic Spanish non-verbal cues, oral presentation of verbal cues to partner.

Supplemental Resources

“Spanish is Fun, Cuaderno de Ejercicios”, (Book I), Amsco Publishing Company. [body parts illustration]

Performance Standards

- Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations, and role-playing.
- Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.

Learner Outcomes

The students will:

- recognize toys sold for “Day of the Dead” and house decorations including the altar;
- understand and re-enact the “Posadas” celebration culminating in the piñata party in a simulated Mexican home; and
- understand the “Epiphany” celebration, prepare “Las Roscas” bread and recognize the costumes of The Three Kings.

Evaluation

Teacher observations of student decorations and food preparation, oral questions, and quizzes, recital of Posadas song, role-play of Posadas celebration, short essay of differences of Mexican holidays and American.

Supplemental Resources

“Mágica Navidad” (CD), Madacy Entertainment group, Inc. 1996: “Christmas in Mexico”, Passport Books NTC/Contemporary Publishing Group, 1991.

CONTENT STANDARD 6: CONNECTIONS

Performance Standard

- Use multimedia sources to access information regarding the target culture(s).

Learner Outcomes

The students will:

- read Spanish menus downloaded from the internet;
- see clothing ads downloaded from the internet;
- read Spanish magazines for cultural insights;
- listen to Spanish musical recordings;
- observe customs through educational videos;
- research countries, including data for population, geography, productivity, etc.; and
- students will observe native speakers and customs through live television.

Evaluation

Written reports, present visually self-generated menu, shared dialogue, video question/answer worksheet, sing Spanish songs learned off the Internet.

Supplemental Resources

www.acomer.com.mx/elmexicano/carta.html, www.hola.com; “Mexico 4000 Years of the New World”, MDF Europe Video Service.

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Demonstrate knowledge of the patterns of behavior of the target culture(s) that are related to recreation and celebrations, comparing and contrasting them with behaviors in their own culture(s).
- Identify and describe some cultural beliefs and perspectives relating to family, school, work and play in both the target culture and their own culture(s).
- Use new information and perspectives among other cultures and their own culture(s).

Learner Outcomes

The students will:

- draw conclusions and comparisons from cultural information presented;
- understand the meaning of “perspectives”;
- investigate briefly the history of Mexican family life (childhood, marriage and other life events, relationships, etc.) working life, education, leisure, etc.;
- share information on cultural research in the target language;
- understand the game of soccer and the relevance of soccer in Mexican life;
- find common cultural threads in information on celebrations and recreation;
- discuss the patterns of behavior for recreation and celebration in the United States; and
- compare and contrast recreation and celebrations of the U.S. and Mexico.

Evaluation

Personal and comparative essay on an aspect of Mexican life, class discussion, present visually soccer diagram, Venn diagram of cultural comparisons, short research report and test, dialogue concerning a soccer game.

Supplemental Resources

www.futbolmundial.com.mx [soccer]

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Review materials and/or media from the target language for enjoyment.

Learner Outcomes

The students will:

- peruse and understand short children's books;
- analyze fast food realia.
- observe Mexican money, describe it with new vocabulary (size, metals, famous Mexicans, nouns for figures and occupations, etc.) and compare it to American money; and
- participate in independent mini-field trips using/observing the target language/culture.

Classroom Illustration

Students are required to maintain a portfolio for one marking period which includes:

- 1) record of five authentic Spanish-speaking or cultural experiences in which they have participated beyond the classroom;
- 2) three news clippings of different current events in Mexico; and
- 3) three clippings of non-consecutive Mexican monetary rates during the marking period.

Evaluation

Oral book reports, portfolio, and teacher observation, create visual poster of money of the Spanish country studied, dialogue involving fast –food restaurant.

Supplemental Resources

www.cnn.com/WORLD [world news]

Performance Standards

- Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form with other students.
- Demonstrate self-knowledge of others in areas of common interest through the target language.

Learner Outcomes

The students will:

- use vocabulary for shopping, clothing and grocery store items;
- use regular present tense –er verbs;
- use “estar” for location;
- discuss current events in Mexico;
- discuss non-sports school activities such as plays, musical performances, art exhibitions, etc.;
- employ summer family vacation vocabulary for group discussions and short compositions;
- use “ir + a+ infinitive” to discuss the near future; and
- use inversion for yes/no questions/answers *use all the interrogatives for information questions/answers.

Classroom Illustration

Students interview one another regarding their shopping habits, their food preferences, their current after-school activities and their summer plans for the near future. Students must prepare their own questions, record answers and report back to the class.

Evaluation

Teacher observation of vocabulary games, vocabulary quizzes, collection of current events articles, and oral reports.

Supplemental Resources

“El Mercado, The Mexican Marketplace”, Teacher’s Discovery, 1996. [video]

FIRST-YEAR HIGH SCHOOL SPANISH

Throughout the Spanish I study year, students will review vocabulary and grammar covered in Middle School Spanish courses such as greetings, names, class objects and phrases, clock time, days of the week, months, seasons, dates, languages and nationalities, body parts, health, colors, weather expressions, ordinal numbers, negative and interrogative statements, correct pronunciation, subject pronouns, plurals of nouns and adjectives, ‘ser’ and ‘estar’, ‘tomar’ and ‘llevar’, familiar singular commands, position of adjectives, indefinite and negative expressions such as ‘hay’, and definite and indefinite articles. Students will also review cultural themes such as Latino society, holidays and geography.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.

Learner Outcomes

The students will:

- use possessive adjectives;
- use contractions and possessives;
- create and respond to questions regarding their likes and dislikes;
- use vocabulary of clothing;
- use ‘saber’ and ‘conocer’;
- use ‘decir’; and
- use demonstrative adjectives.

Classroom Illustration

Students will write a paragraph describing their likes and dislikes of various objects from latino culture. The teacher will place a variety of latino CDs and cultural items on four tables around the class. Students will select two items that they like and two they dislike for the paragraph. After writing students will share their work in groups of four before participating in a class vote on likes and dislikes of various objects.

Evaluation

Dialogues, written and multiple choice quizzes, grammar and vocabulary worksheets, games and class participation

First-Year High School Spanish (Cont'd)
Content Standard 1: Communication (Cont'd)

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

Supplemental Resources

Magazines in Spanish, newspapers such as *El Mundo*
(Personal resources: family and clothes transparencies, latino CDs and cassettes, Panamanian regalia, personal library)

Performance Standards

- Acquire goods and services through basic negotiations and exchange of monies.

Learner Outcomes

The students will:

- use 'tú' and 'usted';
- employ proper vocabulary, grammar, descriptive adjectives, and cardinal numbers to acquire goods and services;
- participate in market environments in the classroom and textbook, as well as dialogues and video/audio materials to negotiate and exchange monies;
- express math problems;
- express travel needs; and
- acquire goods and services.

Classroom Illustration

Students will work with partners on a traditional Latin market bartering dialogue. The partners will use market and shopping vocabulary as well as grammar that emphasizes asking and responding to questions regarding price, quantity and satisfaction or dissatisfaction. Students will present the memorized dialogue to the class.

Evaluation

Dialogues, group participation, games and class participation

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

Supplemental Resources

Latino market regalia, Embassy packet from target country
(Personal resources: Latino store goods, plastic fruits and vegetables, Panamanian and Costa Rican photographs and regalia)

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Comprehend the main ideas contained in videos or television programs on familiar topics.

Learner Outcomes

The students will:

- respond through verbal and written expression to questions of main ideas, vocabulary and grammar on video question sheets;
- correctly employ demonstrative adjectives and shortened adjectives;
- use direct and indirect object pronouns;
- use verbs with and without prepositions;
- use the personal 'a';
- use certain pronouns after prepositions;
- use definite articles with titles;
- use 'que' in exclamations;
- use plurals of special ending nouns and nouns as adjectives with 'de';
- use the relative pronoun 'que'; and
- employ a variety of time expressions.

Classroom Illustration

Two students will perform a skit based on new vocabulary or grammar in front of the class. The teacher will then ask listening comprehension questions about the skit. Following answers and a discussion, the teacher puts the skit up on the overhead or board for students to see and repeat. It is repeated as a whole and then with the class separated for the two parts.

Evaluation

Answer to listening comprehension questions, written and multiple choice answers to video question sheets, class participation, cultural questions on tests

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

First-Year High School Spanish (Cont'd)
Content Standard 2: Communication (Cont'd)

Supplemental Resources

Textbook video, audio material, Latino channel 25, www.ancientmexico.com
(Personal resources: Latino slide and photograph collection, Panamanian story posters)

Performance Standards

- Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes.
- Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution.

Learner Outcomes

The students will:

- choose the correct answer in listening comprehension questions related to familiar and unfamiliar topics;
- demonstrate comparisons of adjectives and adverbs; and
- recognize characters and themes in “Don Quijote” and “La camisa de Margarita”.

Classroom Illustration

Students will perform “La camisa de Margarita”. Each performance will have several students. Students will spend an hour in production and the rest of class in practice. The plays will be presented to the class live or on video the following class.

Evaluation

Participation in play, enthusiasm and effort, quiz on fairy tales

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

Supplemental Resources

Textbook video, audio material, classroom video and television, www.donquijote.com
(Personal resources: Latino fairy tale books and stories)

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Effectively use repetition, rephrasing and gestures to assist them in communication of their meaning in Spanish.

Learner Outcomes

The students will:

- employ Spanish to ask another student or the teacher to repeat his or her Spanish statement;
- restate a sentence in Spanish in simpler terms if it is not understood; and
- make use of hand, facial and body gestures to underscore his or her meaning.

Classroom Illustration

The class is divided into two teams. A student from each team picks a verb or famous Latino person out of a hat. The students may ask up to twenty questions to guess the answer. Each team may ask one question per turn. The student and those guessing will repeat statements and use gestures to arrive at the correct answer. The winning team receives pesos for the class market day.

Evaluation

Class participation, quizzes and tests, games

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

Supplemental Resources

Websites for vocabulary enhancement such as www.puzzlemaker.com, music and images of popular Latino singers such as Shakira and Ricky Martin, www.futbolmundial.com.mx (Personal resources: CDs and books with famous Latino singers, Latino magazines)

Performance Standards

- Prepare a diary of their daily activities and those of their family and friends in Spanish.

Learner Outcomes

The students will:

- write simple sentences to a paragraph of daily activities with family, classes, sports and health, shopping, meals and foods in Latino society using present, stem-changing and irregular verbs (such as ‘hacer’, ‘tener’ and ‘querer’);
- write more complex sentences using present participles, progressive and regular and ‘ir’ and ‘ser’ preterite tenses;
- use ‘ser’ and ‘estar’ verb forms correctly;
- use direct and indirect object pronouns;
- use the verb ‘gustar’; and
- use reflexive verbs.

Classroom Illustration

The teacher puts up images of two famous Latino people. The students write five sentences each using new verb endings and verbs to describe what each of the stars’ activities are. Selected students read their sentences and then the students write ten more plural sentences about the two people’s activities. These sentences are shared with the class.

Evaluation

Class participation, written sentences, laboratory practices, quizzes and tests

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

Supplemental Resources

Mexican Sports (a video), restaurant menus, www.semnda.org/info/pyramid.asp?ID=27 (a Mexican food pyramid)

(Personal resources: photographs of visits to Latino countries, famous Panamanian singers and their CDs)

CONTENT STANDARD 4: CULTURES

Performance Standards

- Performance Standard 1 (Grades K-4): Recognize simple themes, ideas or perspectives of the target culture.
- Performance Standard 1 (Grades 5-8): Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.
- Performance Standard 4 (Grades 5-8): Identify, analyze and evaluate themes, ideas and perspectives that are related to the products being studied.
- Performance Standard 5 (Grades 5-8): Search for, identify and investigate the function of products from the target culture that are found in that culture's homes and communities.

Learner Outcomes

The students will:

- identify basic aspects of Latino cultures through video question sheets and class readings;
- use videos and readings to comprehend and talk about young Latino people;
- familiarize themselves with Latino products through grammar, vocabulary, readings and projects and make associations with themes, ideas and perspectives of Latino cultures; and
- extend their understanding of Latino products through a study of Latino communities.

Classroom Illustration

The teacher uses images of Latino young people in a dialogue of student activities after school and on the weekend. The students answer questions about the dialogue and then discuss behaviors and interactions typical of Latino young people among friends.

Evaluation

Video question sheets, class discussions, reading comprehension questions, quizzes, tests, games and class projects.

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

First-Year High School Spanish (Cont'd)
Content Standard 4: Cultures (Cont'd)

Supplemental Resources

Textbook and department video material, photographs of young Latino people, e-mails from young Latino people (Personal resources: Photographs and slides of life in Panama, Costa Rica, Ecuador and Brazil, e-mails with Panamanians regarding cultural themes)

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Identify, compare and contrast different forms of communication in the target culture and in their own cultures (s), including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
- Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture.

Learner Outcomes

The students will:

- create artifacts that compare and contrast communication in culture of the United States and Latino culture; and
- demonstrate an understanding of similarities and differences between themselves and Latino youth through the study of information and writing about Latino young people.

Classroom Illustration

Students listen to music popular with young people in a Latino culture. They then write about the ways in which young people in the United States and in another Latino culture think about music and its place in society as well as how two songs from these cultures are similar and different from one another. These writings are shared in groups of four and collected by the teacher as an assignment.

Evaluation

Class artifacts projects, written essays, group discussions and tests.

Required Textbook

Realidades, P. Boyles, M. Met, R. Sayers and C. Wargin, N.J.: Pearson Prentice Hall, 2004

Supplemental Resources

Latino culture website searches through www.google.com, www.fodors.com, slides, videos, books and photographs of Latino cultures (Personal resources: Latino recipes and Panamanian foods and their packages)

SECOND-YEAR HIGH SCHOOL SPANISH

Throughout the Spanish II study year, students will review vocabulary and grammar covered Middle School Spanish courses such as greetings, names, class objects and phrases, clock time, days of the week, months, seasons, dates, languages and nationalities, body parts, health, colors, weather expressions, ordinal numbers, negative and interrogative statements, correct pronunciation, subject pronouns, plurals of nouns and adjectives, ‘ser’ and ‘estar’, ‘tomar’ and ‘llevar’, familiar singular commands, position of adjectives, indefinite and negative expressions such as ‘hay’, and definite and indefinite articles. Students will also review grammar covered the first-year Spanish course such as possessive and descriptive adjectives, demonstrative and shortened adjectives, contractions and possessives, ‘tú’ and ‘usted’, direct and indirect object pronouns, verbs with and without prepositions, the personal ‘a’, the use of certain pronouns after prepositions, definite articles with titles, ‘que’ in exclamations, plurals of special ending nouns and nouns as adjectives with ‘de’, the relative pronoun ‘que’, comparisons of adjectives and adverbs, present, reflexive, stem-changing and irregular verbs (such as ‘hacer’, ‘tener’ and ‘querer’), present participles, progressive and –ar, –er, and -ir verb preterite tenses, ‘ser’ and ‘ir’ preterite tenses, ‘saber’ and ‘conocer’, ‘decir’, ‘ser’ and ‘estar’, direct and indirect object pronouns, ‘gustar’, cardinal numbers and math problems, time expressions, and vocabulary of travel, clothing, daily activities, classes, sports, health, shopping, meals and foods in Latino society. In addition, students will review cultural themes such as Latino society, holidays and geography.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Exchange information with peers (both face to face and in writing) about events in their everyday lives and memorable experiences from their past.
- Give and follow directions in order to travel from one location to another and ask questions for clarification.
- Exchange information about current and past events, as well as their aspirations in their personal lives and the lives of their friends, families and others within their community.

Learner Outcomes

The students will:

- employ vocabulary for vacations, house rooms and furnishings, table items, concerts, injuries, and soccer in questions and responses;
- use store vocabulary that includes the bakery, post office and downtown locations;
- use polite commands with the conditional tense with ‘podría’;
- use “hacer” in time clauses;
- use demonstrative pronouns;

Learner Outcomes (Cont'd)

- use single and double object pronouns in the correct placement;
- use the future tense in regular and irregular forms;
- use the conditional tense in regular and irregular forms;
- use the present perfect indicative;
- use the pluperfect;
- use the correct forms of “haber” and the past participle;
- use “acabar de” and an infinitive;
- use “-ducir” verbs; and
- use “-ger” and “-gir” verbs.

Classroom Illustration

The students in groups of four are given four situation cards about winning the lottery, describing post offices in the United States, sending letters and discussing the cities of New York and Madrid. They write dialogues for each situation using travel and post office vocabulary. Each group then puts one dialogue on the board and the class and teacher review them together, making corrections as necessary and repeating the dialogues.

Evaluation

Dialogues, written and multiple choice quizzes, grammar and vocabulary worksheets, textbook situation cards, games and class participation.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Magazines in Spanish and newspapers such as *El Mundo*, www.cnnspanol.com
(Personal resources: personal library, slides of Latino life in Latin America and vocabulary game worksheets)

Performance Standards

- Exchange opinions on a variety of topics, including issues that are of contemporary or historical interest in the target and their native cultures.
- Use appropriate gestures, when necessary, to make their messages comprehensible.

Learner Outcomes

The students will:

- discuss opinions of Saint's Day and Latino holidays; and
- use vocabulary for body and face parts.

Classroom Illustration

Students read about "El 5 de mayo" in groups of two. As a group the class discusses the sequence of events that led to the date and how it could have been different. The class studies other Hispanic holidays in pairs in the library and through the Internet and researches how emotions such as joy and pride are part of the holidays. Each pair makes a two to three minute presentation relating this holiday to their researched Hispanic holiday, underlining the emotions felt for their holiday. Each group writes the emotions on the board as they make presentations and afterwards the class discusses similarities and differences between the holidays.

Evaluation

Dialogues, written and multiple choice quizzes, group and class participation and games.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

On-line newspapers such as *La Prensa* in Panama at www.prensa.com, cultural videos on holidays in the Spanish-speaking world. (Personal resources: Photo albums of Latino holidays, e-mails from Latino people regarding contemporary issues and cultural posters).

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Understand the main ideas, themes and some details from authentic television, radio or live presentations on topics that are of interest to themselves as well as their peers in the target culture, comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, electronic mail, pamphlets, advertisements and illustrated newspaper and magazine articles.
- Work individually to collect data on familiar topics from various print and electronic sources.
- Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Learner Outcomes

The students will:

- use numbers 100 to 1,000,000;
- use telephone vocabulary;
- make correct orthographic spelling changes in the preterite;
- use special meanings in the preterite; and
- use “se” in the passive voice.

Classroom Illustration

Students create a portfolio project about telephones in Latino countries. The students are responsible for researching the Internet regarding the phone system of a Hispanic country. They are given a rubric to work by which includes choosing a specific country and capital and finding its country and area codes, and rates to call to the United States. They create a poster or collage from Internet information.

Evaluation

Answer to listening comprehension questions, written and multiple choice answers to video question sheets, portfolio projects, laboratory practices, class participation, cultural questions on tests.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Second-Year High School Spanish (Cont'd)
Content Standard 2: Communication (Cont'd)

Supplemental Resources

School and class library books, textbook video, audio material such as Latino channel 25, www.travellatinamerica.com. (Personal resources: Personal e-mails with friends from Latin America, personal library, Hispanic magazines, newspapers and music).

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

Learner Outcomes

The students will:

- use sports vocabulary;
- use correct placement of subjects, verbs, and object pronouns in writing;
- write about personal interests and activities using appropriate vocabulary.

Classroom Illustration

Students spend class time in the computer lab. Partners each research a personal interest, such as soccer, on the web (i.e. www.soccer-spain.com). The partners pretend that they are Hispanic students. They then send each other e-mails describing their interest and referring to the site or sites on the internet where they found the information. The student's partner reads the e-mail and looks up the internet site, in turn sending the site to another friend.

Evaluation

Class participation, written sentences, quizzes and tests, verb games.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Websites for vocabulary enhancement such as www.puzzlemaker.com, www.soccer-spain.com, Latino music. (Personal resources: Photographs of sports in other countries, former student work from the United States and other countries, cultural activities poems).

CONTENT STANDARD 4: CULTURES

Performance Standards

- Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.
- Identify, analyze and evaluate themes, ideas and perspectives that are related to the target culture.
- Identify and experience or read about and discuss expressive forms of the target culture in order to explore their effects on the larger community.

(These forms include popular music or dance, appropriate authentic texts, e.g., children's magazines, comic books or literature and common artwork, such as typical cultural designs that are used for clothing, pottery, ceramics, paintings and architectural structures.)

Learner Outcomes

The students will:

- use “-ísimo” with adjectives;
- discuss the importance of the extended family in the Latino world and expression of affection;
- evaluate courses, degrees, uniforms and male and female segregation in Hispanic education;
- analyze Hispanic youth social life, including parties, movies, chaperones, groups and excursions;
- discuss marriage in Hispanic cultures; and
- analyze typical Hispanic festivals, such as Mexican Independence Day, Cuaresma and Pascua.

Classroom Illustration

Students work in pairs on the Internet to find information in Spanish about a Hispanic holiday, such as Christmas, Day of the Dead or Holy Week. They prepare a short presentation on the date, importance and food associated with the holiday. The students prepare the presentations during one class and give them to the class during part of the next period. The teacher puts a grid on the board that each group fills in as it makes its presentation with pertinent information such as the holiday name and date of celebration, theme and foods prepared and countries in which it is celebrated. The class takes notes. After presentations the class compares and contrasts traditions, products and perspectives of Hispanic cultures in regard to the holidays.

Second-Year High School Spanish (Cont'd)
Content Standard 4: Cultures (Cont'd)

Evaluation

Video question sheets, class discussions, reading comprehension questions with a cultural focus, quizzes, tests, games and class projects.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Transparencies of maps, Latino regalia, textbook and department videos such as *South America*, www.navidadlatina.com, www.semanasanta.net. (Personal resources: Cultural activities posters and photographs and slides of communities in Latin America).

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Acquire more complex information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.
- Analyze the similarities and differences among the sources, selecting the most appropriate information for specific purposes.
- Use information acquired from other school subjects to complete activities in the world language classroom.

Learner Outcomes

The students will:

- use irregular comparisons;
- discuss cross-subject Spanish readings;
- discuss maps and geography, including Latino regions; and
- do mathematical problems for market settings.

Classroom Illustration

Students each pick a topic that they covered in another class that touched upon a Hispanic theme. For homework they prepare a paragraph on what the topic is and how it relates to Spanish class. They present the paragraphs in groups of four and then as a class write their topics on the board. The class selects several topics of interest to discuss.

Evaluation

Class participation, conversations, reading comprehension, quizzes and tests, games.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Hispanic transparencies, games, department videos, www.mexgrocer.com. (Personal resources: Market Day materials, Latino regalia, transparencies of the Spanish-speaking world, maps, personal library).

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Develop the necessary skills to use the Internet World Wide Web in order to gain greater access to the target culture(s).

Learner Outcomes

The students will:

- use the internet for portfolio projects with topics such as the Latino telephone system; and
- use the internet to research Hispanic countries for portfolio projects.

Classroom Illustration

Students prepare a portfolio project on travel in a Spanish-speaking country. Students use the internet to research a chosen country. The project is a pamphlet that includes information about the country, the hotel, restaurants, the city, day trips and other important tourist sites in the country.

Evaluation

Dialogues, portfolio projects, written and multiple choice quizzes, games and class participation.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Class posters, laboratory computers, www.peru.com, www.fodors.com.

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.
- Evaluate the style of a communicative interaction in the target language.

Learner Outcomes

The students will:

- analyze preceding vs. following adjectives;
- evaluate the difference in order of Spanish and English sentences for subjects, verbs and object pronouns; and
- discuss polite sentence structure in Spanish and English.

Classroom Illustration

Students write eight full sentences in pairs with vocabulary from the current chapter (such as transportation themes) using direct and indirect objects. Each group then writes two sentences on the board and the class corrects them together. The teacher and class decide on ten sentences to use as a worksheet. Students complete the worksheets on placement of direct and indirect object pronouns. The students work separately to complete the worksheets, then check them in groups of three. The groups write answers on the board and the class goes over the answers together.

Evaluation

Dialogues, written and multiple choice quizzes, grammar and vocabulary worksheets, games and class participation.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Class textbook and workbook, conversation worksheets, www.quia.com/dir/spanish
(Personal resources: Grammar and vocabulary games, Hispanic music and personal library).

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Compare and contrast art forms, such as music and songs from the target culture, with those in their own culture(s).
- Use new information and perspectives to analyze the differences among other cultures and their own culture(s) and begin to explain the reasons for such differences.

Learner Outcomes

The students will:

- analyze Hispanic art, such as murals and the works of Goya, Picasso, Velazquez, el Greco and Rivera; and
- discuss videos of Hispanic artists such as Picasso.

Classroom Illustration

The teacher puts up an overhead of a Hispanic artist. Students fill out a sheet with the year in which they suppose the work was done, use of color, themes and artist objective. They do the same for a second transparency and then write a list of similarities and differences between the two works. The teacher invites comments and puts up the true dates of the works. The class then watches a short video on a famous Latino artist.

Evaluation

Classroom art projects, group discussions and tests.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Hispanic culture website searches through www.google.com and book transparencies, slides, videos, books and photographs of Hispanic cultures, the video *Picasso*. (Personal resources: Hispanic music, art postcards and museum literature).

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Exchange information about family, school events and celebrations with native speakers via letters, e-mail and audio- or videotapes.

Learner Outcomes

The students will:

- analyze and answer questions about authentic Hispanic e-mails; and
- discuss cultural information related to videotapes with Hispanic themes.

Classroom Illustration

The teacher reads an e-mail to the class received from a native Spanish speaker and puts questions up on an overhead asking questions with 'who', 'what', 'where', 'why', and 'how'. Students exchange papers and the teacher goes over the answers with the class. The class then repeats the e-mail with the teacher and each student writes five questions to include in an e-mail response to the sender of the message. Each student writes a question on the board and the class assembles a message to send to the native speaker.

Evaluation

Video question sheets, partner and group conversations, games and class participation

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Laboratory computers, cassette tapes. (Personal resources: E-mails and letters to and from Hispanic friends and communities, slides and photographs).

Performance Standards

- Use various media from the target language and culture for personal enjoyment.

Learner Outcomes

The students will:

- become familiar with Hispanic television programming on Channel 25 and current popular Hispanic movies; and
- discuss cultural and grammatical aspects of e-mails in the target language.

Classroom Illustration

Students watch a program in class on Channel 25, the Hispanic program station. They then write their opinion on the program in a page-long essay in the past tense, finishing it for homework if necessary. They share their essay with a group of four students.

Evaluation

Conversation, video question sheets, games and class participation.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Games and laboratory computers. (Personal resources: Latino e-mails and movies).

THIRD-YEAR HIGH SCHOOL SPANISH

Throughout the Spanish III study year, students will review vocabulary and grammar previously taught such as vacations, house and rooms, furnishings, table items, concerts, injuries, soccer, shopping, post office, telephone, sports, health, body parts, love and marriage, meals and foods, friends, school subjects, clothing, descriptive adjectives, clock time, weather, days, months, seasons, dates, languages and nationalities, colors, and numbers; present, imperfect, future and conditional progressive tenses, pluperfect tense, irregular past participles, present perfect tense, regular and irregular conditional tense, regular and irregular future tense, regular and irregular imperfect tense, regular and irregular preterit, reflexive verbs, passive voice, spelling change verbs in the present and preterit tenses, use of prepositions, direct and indirect object pronouns, comparisons, possessive adjectives, shortened adjectives, contractions, gustar, negatives, interrogatives, plurals of nouns and adjectives, position of adjectives, stem-changing verbs, regular present tense verbs of -ar, -er and -ir, tú versus usted, ser and estar and their uses, hay, -go verbs, definite and indefinite articles and their uses, and numbers.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Discuss their personal feelings and ideas with members of the target culture in order to persuade them to consider alternate viewpoints.
- Share their personal reactions and feelings about literary texts, such as poems, plays, short stories and novels.

Learner Outcomes

The students will:

- recognize and use irregular and stem changing preterit forms;
- recognize and use formal and familiar singular/plural commands, as appropriate;
- initiate meaningful conversations with native speakers;
- prepare contrary viewpoints on such topics as the Spanish bullfight, membership in the European Union, retention of the Spanish monarchy, uincañera celebration versus Sweet Sixteen, and soccer versus football as national sports;
- read and understand the short story, “Sala de espera” by Enrique Anderson Imbert (Argentina);
- share feelings about and compare “Sala de espera” to works they have read or seen in film by authors such as Edgar Allen Poe, Stephen King, Michael Crichton, or former Ambassador to Spain, Washington Irving (“The Headless Horseman”); and
- read poems such as “Rima XI” by Gustavo Adolfo Becquer and “Masa” by Cesar Vallejo, “Varios efectos de amor” by Lope de Vega or “Castile” by Miguel de Unamuno.

Classroom Illustration

Students will read the short story “Sala de espera” by Enrique Anderson Imbert, answer comprehension questions, analyze the elements of fantasy and reality, explain the meaning of the story’s title and the reason for the final outcome. They will compare this story to others they have read or heard (such as in news reports), and express their personal opinions about it.

Evaluation

Short answers to comprehension questions, class participation, teacher observation, composition

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Album, D.C. Heath and Company, “Sala de espera”

Aventuras Literarias, Houghton Mifflin Company, “Rima XI”, “Masa”

Introduction to Spanish Poetry, Eugenio Florit, ed., Dover Publications, 1991 [book and cassette]

www.animalsvoice.com/PAGES/network.html [bullfight opposition]

www.lib.berkeley.edu/GSSI/eu.html [European Union]

Performance Standards

- Exchange information about international current events based on newspaper or magazine articles, television and radio programs and videos, and compare and contrast how information is reported in both the target and their native cultures.
- Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.
- Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication when they cannot express their intended message adequately.

Learner Outcomes

The students will:

- research availability and peruse major newspapers and magazines of Hispanic and other countries;
- research availability and witness international radio and television programs.;
- discuss differences, similarities and obstacles in news reporting throughout the world;
- in groups develop solutions to current U.S. and Hispanic ecological, immunological, economical and other problems;
- role play situations in the hairdresser/barber, cleaners/laundromat, post office, bank, highways and the kitchen;
- analyze and improve the delivery of (the above) role plays; and
- research and plan a fiesta for a Spanish holiday.

Classroom Illustration

- Small groups of students draw topic cards in order to role play situations at the hairdresser/barber, cleaners/laundromat, post office and bank. Students present individual 25-50 word parts with the help of a 3 x 5 note card with single-word prompts, if necessary. Using a rubric which focuses on pronunciation, grammar, fluency and presentation skills such as enthusiasm, voice projection, and body language, peer groups analyze each skit and assist in making improvements for final delivery.
- Students produce their own television foreign news production, using equipment in the Media Center if feasible.

Evaluation

Role play, self and group evaluations, class discussion, research notes, simulated news production

Third-Year High School Spanish (Cont'd)
Content Standard 1: Communication (Cont'd)

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Television Production Today, M. Bielak, NTC, 1996 [Media Class text]

“Fox News Instructions”

Satelite TV [Media Center}

PBS: International news programs

<http://spanishone.com/npaper.htm>; <http://libraries.mit.edu/guides/types/flnews/spanish.html>
[newspaper links]

<http://www.york.ac.uk/inst/Itc/Ifa/spanishlinks.htm> [magazine links]

<http://www.conncoll.edu/academics/department/hispanic/usefullinks.html> [radio links]

WPRX 1120 AM Bristol; WYRM 840 AM Newington; WNEZ 1230 AM Manchester; WDJZ
1530 AM Bridgeport [local Connecticut hispanic radio stations]

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.
- Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplots.
- Comprehend the main ideas and significant details of full-length feature articles in newspapers and magazines on topics of current or historical importance in the target culture.

Learner Outcomes

The students will:

- read and understand the short story “La camisa de Margarita” by Ricardo Palma (Peru);
- read and understand the short story “El décimo” by Emilia Pardo Bazán (Spain);
- understand and recognize the traditional roles of children, parents, males and females in Spanish cultures;
- understand and recognize the concept of “honor” with Spanish males;
- understand the idea of arranged marriages in certain cultures;
- summarize short stories with principal ideas, main characters, and important details;
- summarize main ideas and important details of newspaper and magazine articles of current or historical events; and
- recognize subjunctive mood verbs and recognize situations needing subjunctive mood, such as with subject change after verbs of wishing, emotion and doubt or after impersonal expressions that are not of certainty.

Classroom Illustration

- Students will be given a list of historical or current or topics (such as previous uprisings, the role of the church in Spanish public affairs, destruction of the rain forest, natural disasters, etc.) and asked to find pertinent newspaper or magazine articles, read and summarize them, and report back to the class. Students will be asked to create a one page newspaper and write in the present tense from the perspective of a well-known character of that time.
- Students will compare the short stories “Camisa de Margarita” and “El décimo” to what they know of traditional Spanish family roles and to U.S. family roles, select their preferences, and explain their choices.

Third-Year High School Spanish (Cont'd)
Content Standard 2: Communication (Cont'd)

Evaluation

Class discussion, teacher observation, oral reports

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Album, D.C. Heath and Company, “La camisa de Margarita” and “El décimo”
<http://lanic.utexas.edu/la/region/epub> [magazine links]

Performance Standards

- Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.
- Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.
- Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, comedies and anecdotes.

Learner Outcomes

The students will:

- listen to and comprehend short lectures in the target language;
- identify and discuss the principal ideas of Spanish television and radio programs;
- identify and discuss the literal and cultural meanings of Spanish songs such as “Las mañanitas”, “Guantanamera” and “La cucaracha”; and
- comprehend the main ideas and important details of anecdotes about topics such as cooking, holidays and careers.

Classroom Illustration

Pairs of students draw the name of a song from a hat. They will be asked to find the lyrics, the music, and, after further research, write a one to two page paper connecting the song to four of five areas (history, geography, cuisine, family and festivities). With the information learned, they will then prepare and present a short skit incorporating the song and its connections to other areas.

Evaluation

Class discussion, short research paper, skit

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Third-Year High School Spanish (Cont'd)
Content Standard 2: Communication (Cont'd)

Supplementary Resources

AP Spanish, Preparing for the Language Examination, Units I and II, “Narratives”, J. Diaz et al, Longman, 1996.

Mexico, International Video Network, 1996 [dept. video: excerpts on civil unrest]

A Bordo Cassette Tape #1 (songs)

“Reader’s Digest in Spanish”[anecdotes]

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Prepare recorded audio or video messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
- Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.

Learner Outcomes

The students will:

- alternate between all the indicative tenses and subjunctive moods as warranted in both planned and unplanned speech;
- spontaneously speak for 1-2 minutes about personal topics with and without video recording; and
- use appropriate gestures simultaneously with spontaneous speech.

Classroom Illustration

Students will prepare a video presentation of their real experiences at the hairdresser/barber, cleaners, laundromat, post office and bank. Audience participants will assess presentations with a score by using a rubric that penalizes grammatical and pronunciation errors and credits use of culturally-appropriate gestures, advanced language forms and high levels of fluency.

Evaluation

Peer evaluations of video presentations

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

Media Center video equipment

Teaching Foreign Languages in the Block, D.Blaz [speaking rubrics]

Teacher's Manual for AP Spanish, Preparing for the Language Examination, J. Diaz et al, Longman, pp. 32-37 [questions for spontaneous speech topics]

Performance Standards

- Perform scenes from plays and/or recite poems or excerpts from short stories in the target language.
- Prepare oral and/or written analyses in the target language of the plot, character descriptions and development, and themes found in authentic target language literary works, including poems, short stories and short works of fiction or nonfiction.
- Describe, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films and art.

Learner Outcomes

The students will:

- role play scenes in Hispanic literature such as “Sala de espera”, “La camisa de Margarita” and “El décimo”;
- analyze the plot, themes and characters of the above fiction and of non-fiction such as essays by Jorge Luis Borges, Ernesto Sábato or Gabriel García Márquez; and
- students will select Spanish artists, investigate their life stories and their art, draw conclusions and make comparisons to the lives of characters or authors that they know from Spanish literature.

Classroom Illustration

Students will peruse biographical sketches of many artists such as El Greco, Pablo Picasso, Diego Murillo, Bartolome Murillo, Francisco Goya, Diego Rivera and Frida Kahlo. Students will then select a Spanish artists for intensive study, investigate her/his life and art, and in formal writing, summarize, draw conclusions and make comparisons.

Evaluation

Research paper

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Third-Year High School Spanish (Cont'd)
Content Standard 3: Communication (Cont'd)

Supplemental Resources

“Picasso: Portrait of an artist”, RM Associates, 1985 [video]
Pablo Picasso, J. Selfridge, 1994 [Media Center]
Pablo Picasso, R. Leslie, 1996 [Media Center]
Picasso, Huffington, 1988 [Media Center]
Picasso Paints a Portrait, Duncan, 1996 [Media Center]
Frida Kahlo, H. Garza, 1994 [Media Center]
“Kahlo: Portrait of an artist” {Media Center video]
Francisco Goya, M. Richardson, 1994 [Media Center]
The Works in the Arts Vol. 1-9, Sharpe, 1997 [Media Center]
The Encyclopedia of Visual Art Vol. 1-10, L. Gowing, ed., Grolier, 1984 [Media Center]
European Authors 1000-1900, Kunitz & Colby, 1968 [Media Center]
Twentieth Century Authors, Kunitz & Haycroft, 1962 [Media Center]
Modern Spanish Literature, K.Schwartz, ed., Twayne, 1968 [Media Center]

CONTENT STANDARD 4: CULTURES

Performance Standards

- Identify, analyze and evaluate themes, ideas and perspectives related to products of the target culture.
- Successfully interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal cues.
- Identify and experience or read about and discuss the expressive products of the culture, including but not limited to literature, periodicals, videos, commercials, and the fine arts; also assess the significance of these products in the larger community.

Learner Outcomes

The students will:

- use some common but inoffensive slang terms;
- use body language (“gestos”) to express phrases such as “It’s in the distance”, “Come here”, “You have a phone call”, “There are so many people”, “Tightwad”, “Change the subject”, “It’s incredible”, “So-so” and “Be careful”;
- identify, analyze and understand native clothing worn throughout various regions of the Hispanic world;
- identify, analyze and understand traditional Spanish foods prepared throughout various regions of the Hispanic world;
- identify, analyze and understand the monetary units used throughout the Hispanic world;
- read magazines and newspapers in the target language, share the names and descriptions of products shown for the culture, and discuss why these products are valued by the culture; and
- identify, analyze and understand the major celebrations of the Spanish world such as Saint’s days/birthdays. Quinceañera, weddings, New Year’s, Three King’s (Epiphany), Carnaval, Cinco de Mayo, Día de la Raza, Día de los Muertos, Las Posadas and Navidad.

Classroom Illustration

Students will prepare a children’s book which gives basic information in Spanish about uniquely Spanish products and community use of these products such as the SEAT car, street signs, national flags, certain foods, music and musical instruments, leather, ceramic and metal goods, and regional clothing.

Third-Year High School Spanish (Cont'd)
Content Standard 4: Cultures (Cont'd)

Evaluation

Teacher observation, class discussion, book project.

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

“Quinceañera: Princess for a Day”, Teacher’s Discovery, [video]

“Our Lady of Guadalupe”, Teacher’s Discovery [video]

“Spanish TV Commercials, Vol. 1”, Gessler Publishing [video]

Street Spanish Slang Dictionary and Thesaurus, D. Burke, J. Wiley & Sons, N.Y, 1999

Street Spanish 2, The Best of Spanish Idioms, D. Burke, J. Wiley & Sons, N.Y., 1998

“Gestos vivos en español”, T. Alsop, Teacher’s Discovery [handbook and video]

Welcome to Spain, Passport Books, 1987

www.tienda.com

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Acquire even more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.

Learner Outcomes

The students will:

- recognize non-world language content areas that can be connected to language study; and
- expand vocabulary to include Spanish terms used in non-world language subjects.

Classroom Illustration

Students will compile and share integrated lessons on math and the metric system, music, musical instruments and dance of the Hispanic world, the geography of the Hispanic world, Spanish techniques in food preparation, health issues of the Hispanic world, major historical events of the Hispanic world, and anthropological and psychological characteristics of the characters represented in the literature studied.

Evaluation

Teacher observation, class discussion, presentations

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

“Basic Mexican Cuisine” [video]

“Sounds of Mexico” [video]

“Salsa y tropical” [video]

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Use multimedia sources to analyze aspects of the target culture(s) and apply their knowledge to new situations.
- Analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

Learner Outcomes

The students will:

- research names of newspapers and magazines only available in the target language and obtain copies for class perusal;
- understand sequence of tenses with the subjunctive; and
- analyze target language-only materials for use in recognizing the present, imperfect, perfect and pluperfect subjunctive constructions, statements and after expressions like “ojalá,” “tal vez,” “quizás” and “como si”.

Classroom Illustration

The teacher distributes a Spanish newspaper page to each student and offers bonus points or a prize for the first student who can find one example for each of the different subjunctive constructions listed above.

Evaluation

Class participation, quizzes

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

“Advanced Subjunctive Vol. II: When to use the subjunctive tense”, Carlex, 1997

[video]

“Workbook in Spanish Three Years”, R. Nassi et al, Amsco School Publications, N.Y., 1989 [pp. 99-101 subjunctive uses]

<http://college.hmco.com/languages/spanish/resources/students/links> [links to television, radio, newspaper, etc. sites]

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Organize the essential elements of the target language in order to teach others.
- Evaluate the style of a communicative interaction in the target language.

Learner Outcomes

The students will:

- identify examples of subjunctive use in English;
- instruct peers in areas of deficiency;
- analyze and defend communicative interactions in the target language as presented through readings, cassette or in film; and
- compare communications in Spanish and English in family interactions, social interactions and in business letters.

Classroom Illustration

- Students will be required to teach at least one individual lesson in Spanish to a person who is enrolled in another target language or a lower level of Spanish.
- Student will then share their experiences and the value of this experience.

Evaluation

Peer tutoring, self-evaluation, class discussion

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

AP Spanish:Preparing for the Language Examination, J. Díaz et al, Longman [Unit I “Dialogues”, #1, 4, 6, 7, and 15]

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist in both the target culture and their own culture(s).
- Evaluate the effectiveness of a communicative interaction, based on cultural elements.

Learner Outcomes

The students will:

- establish rubrics for celebrations and use them to prepare and to evaluate the authenticity of class celebrations;
- prepare for and appropriately represent holidays such as Mexican Independence, Day of the Dead, Las Posadas, Día de los Reyes and Cinco de Mayo; and
- prepare greeting cards for holidays and family celebrations that show appropriate cultural elements and use the subjunctive mood.

Classroom Illustration

Students use body language only to role play an aspect of the target culture and also the corresponding aspect of the U.S. culture. Audience students guess which scene portrays the U.S. and which the Hispanic culture, explain how the scenes differ and why each scene is connected to only a certain culture.

Evaluation

Role play, class participation

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

“Mexican Family Celebrations”, Teacher’s Discovery [video]
“Cinco de mayo”, Schlessinger Video Productions, 1994 [video]
The Folklore of World Holidays, M. MacDonald, ed., 1992 [Media Center]

Third-Year High School Spanish (Cont'd)
Content Standard 8: Comparison Among Cultures (Cont'd)

Performance Standards

- Solicit their peers' opinions on an aspect of United States culture through face-to face contact or written exchanges and compare this information with how their peers in the target culture view the same topic.
- Compare and contrast the treatment of current issues in both the target culture and their own cultures(s) by drawing on authentic texts.
- Analyze how other cultures view the role of the United States in the world arena.
- Performance Standard 6 (Grades 9-12): Use new information and perspectives to demonstrate understanding of the similarities and differences among other cultures and their own culture(s).

Learner Outcomes

The students will:

- interview Hispanic exchange students, visiting hispanics or e-pals from Hispanic countries, about topics of U.S. culture, such as family relations, education, government role in domestic and international affairs, legal and illegal immigration to the U.S., trade embargos, and drug wars in Andean regions;
- read and compare articles and texts on current issues that are common to the U.S. and target cultures;
- extract the opinions of others regarding the U.S, in the world arena; and
- understand the perspective of other cultures on issues on world-wide concern.

Classroom Illustration

Students are assigned a world topic in which the U.S. is involved and they are required to research world opinion about it and report back to the class.

Evaluation

Oral report

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Third-Year High School Spanish (Cont'd)
Content Standard 8: Comparison Among Cultures (Cont'd)

Supplemental Resources

“Newsweek” [Media Center]; “U.S. News and World Report” [Media Center];
“Time” [Media Center]; “The Nation” [Media Center]; “New York Times Magazine” [Media
Center]
www.beaumont-publishing.com/student/epals/spain.htm [e-pals from Spain]

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Read literature, listen to music and view films in the target language for entertainment.
- Use various media from the target language and culture for entertainment.

Learner Outcomes

The students will:

- expand understanding and use of vocabulary through application of prefixes, suffixes, cognates, use of infinitives as nouns, past participles as adjectives and adjectives as nouns; and
- select various media, literature, music, film and live performances for entertainment.

Classroom Illustration

Students will keep records of world language experiences beyond the school setting. Such records might involve listening to music, viewing television, film and theatrical productions, reading literature (such as traditional children's stories and legends, poems, short stories, news articles and magazines), enjoying the cuisine in an authentic setting and regular visitation to internet sites in the target language.

Evaluation

Journal entries

Required Textbook

A Bordo, P. Woodford and C. Schmitt, N.Y.: Glencoe, 1995

Supplemental Resources

“Connecticut Magazine” [Media Center]; “Hartford Courant: Cal section”(Thursdays) [Media Center]; BRAVO network (<http://www.bravotv.com>); Galavision (<http://www.galavision.com>); Public Broadcasting Service (<http://www.pbs.org>); Univision (<http://www.univision.net>); www.ctculture.org/calendar.asp
<http://www.uconn.edu/culture.html>
www.ctnow.com

HIGH SCHOOL SPANISH IV/AP SPANISH

Throughout the Spanish IV/AP Spanish study year, students will review vocabulary and grammar previously taught such as the bullfight, European Union, Spanish monarchy, quinceañera, hairdresser/barber, cleaners/laundromat, bank, highways, kitchen, major holidays/family festivities, dating/marriage, vacations, house and rooms, furnishings, table items, concerts, injuries, soccer, shopping, post office, telephone, sports, health, body parts, love and marriage, Spanish artists, geography, historical and current events of the Hispanic world, meals and foods, friends, school subjects, clothing, descriptive adjectives, clock time, weather, days, months, seasons, dates, languages and nationalities, colors and numbers; vocabulary expansion techniques, irregular stem changing preterit verbs, formal and singular/plural commands, present, perfect, imperfect and pluperfect subjunctive moods after verbs of wishing, emotion and doubt and impersonal expressions, imperfect, future and conditional progressive tenses, pluperfect tense, irregular past participles, present perfect tense, regular and irregular conditional tense, regular and irregular preterit, reflexive verbs, passive voice, spelling change verbs in the present and preterit tenses, use of prepositions, direct and indirect object pronouns, comparisons, possessive adjectives, shortened adjectives, contractions, gustar, negatives interrogatives, plurals of nouns and adjectives, position of adjectives, stem-changing verbs, regular present tense verbs of –ar, -er, -ir, tú versus usted, ser and estar and their uses, hay, -go verbs, definite and indefinite articles and their uses, and numbers. Students will also be familiar with the short stories, “Sala de espera”, “La camisa de Margarita”, and “El décimo”.

CONTENT STANDARD 1: COMMUNICATION

Performance Standards

- Estimate how international current events will be reported in both the target and native cultures.
- Share their personal reactions and analyze feelings about authentic literary texts, such as poems, plays, short stories and novels.

Learner Outcomes

The students will:

- review the vocabulary and grammar they have previously learned;
- increase their knowledge of vocabulary on topics such as: desk supplies, snacks, idioms, bathroom, family, breakfast, house cleaning, fabrics, punctuation, grammar terms, head gear, vegetables, equivalents for “back”, “head”, “roll”, “just”, “bar”, “bill”, “ball”, “box” and “cap”, train, hairdresser’s, Halloween, animal noises, lunch, soups and stews, salads, autumn, nature, Thanksgiving dinner, weather, shapes, fire department, street, stores, fruits, fish, shellfish, spices, jewelry, car, dashboard, Christmas, theater, savings accounts, shopping, buildings, train station, bank, home repairs, telephone, sauces, bed, winter, wedding, underwear, shoes, road signs, nationalities, musical

Learner Outcomes (Cont'd)

instruments, ranch, regional meats, emotions, kitchen utensils, cooking terms, illnesses, tools, trees, dentist, harvest, politics, table games, Spanish music, lawn and garden, voting, government, weapons, Spanish dances, bicycle parts and handicrafts.;

- increase their knowledge of grammar through proficiency in topics such as relative pronouns, the subjunctive, the future and conditional tenses for conjecture, use of gerunds, the literary past tense, future perfect, and conditional perfect and other advanced compound tenses, passive voice with agents, familiar plural commands, special uses of articles, neuters, demonstrative pronouns, prepositional pronouns, special uses of numbers, por versus para and idioms;
- read newspaper accounts in the target language;
- understand the biases and the foci of reports by the media of the U.S. and by target language countries;
- read and analyze the poems “Nostalgia” by José Santos Chocano and “No sé por qué piensas tú” by Nicolás Guillén; and
- read “El crimen de la Calle Perseguida” by Armando Palacio Valdés and describe their reactions through the various stages of the story.

Classroom Illustration

The teacher will briefly state an international current event. Students will surmise how the event will be reported in the target culture and in their native culture. Students will verify their predictions by investigating the actual reports from each country.

Evaluation

Class discussion, internet research, written and oral summaries of media reports, vocabulary quizzes, graded grammar exercises, grammar tests, graded verb synopses

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

“Nostalgia”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón. Houghton-Mifflin, 1999; “No sé por qué piensas tú”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón, Houghton-Mifflin, 1999; “El crimen de la Calle Perseguida”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón, Houghton-Mifflin, 1999;

<http://libraries.mit.edu/guides/types/flnews/spanish.html>;

<http://college.hmco.com/languages/spanish/resources/students/links> [newspaper links]

“Hartford Courant”; “New York Times”; “Newsweek”; “U.S. News and World Report”; “Time”; “The Nation” [Media Center]

Performance Standards

- Work independently to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to self-evaluate and improve their own communication.
- Work independently to develop solutions to contemporary, historical, literary and personal problems in the target culture.

Learner Outcomes

The students will:

- read the story “Carta a Dios” by Gregorio López y Fuentes;
- identify and discuss irony in “Carta a Dios”;
- read the poem “Canto de esperanza” by Daisy Zamora, identify the historical problem presented, and develop solutions to the problem;
- read, compare and develop resolutions to the social problems in the stories “La casa nueva” by Silvia Molina and “El crimen de Viejo Pedro” by Javier de Viana; and
- plan independent activities using the target language during the school year.

Classroom Illustration

- At the beginning of the school year students will investigate and identify ways in which they can participate in or plan events using the target language. As events are presented, they will evaluate their efforts and make suggestions for improvements for future events.
- Students will add scenes to the story “Carta a Dios”, in which the main characters discuss and attempt to resolve their problems: Lencho and his wife decide how to earn a living after their crop disaster; the postal boss and the laughing employee decide how to respond, if at all, to a letter asking for help; and, the postal boss and his staff decide how to respond to false accusations of their dishonesty. Students can act out their new scenes in groups of two or three, and have the class summarize what they have added to the story.

Evaluation

Class discussion, class participation, teacher observation, self-evaluation, skit, oral summary.

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

“Carta a Dios”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón, Houghton-Mifflin, 1999;
“Canto de esperanza”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón, Houghton-Mifflin,
1999; “La casa nueva”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón, Houghton-Mifflin,
1999; “El crimen del Viejo Pedro”, Aventuras Literarias, Jarvis, Lebrede, Mena-Ayllón,
Houghton-Mifflin, 1999; <http://www.studyworld.ch/basementpapers/repce/History/88.htm>
[problems of democracy in South America]; <http://edweb.sdsu.edu/people.Cguanipa/habla.htm>
[communication problems]
<http://www.isn.eth2.ch/linkslib/index.cfm?Parent=81>;
<http://www.fordham.edu/halsall/mod/modsbook55.html> [common problems in Latin America]

CONTENT STANDARD 2: COMMUNICATION

Performance Standards

- Critique the plot and characters and their effect on one another.
- Analyze the main ideas and themes and participate in extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.
- Summarize the main ideas and themes or plot and relevant details of media, live and recorded presentations that are culturally significant or designed by native speakers.
- Summarize details from media in the target language and analyze their effect on the target culture and native culture.

Learner Outcomes

The students will:

- discuss the life and works of Federico García Lorca;
- read the play “La casa de Bernarda Alba” by Federico García Lorca, analyze the themes and interactions of the characters, and make comparisons to contemporary American life;
- discuss the role of women in Spain historically and today;
- identify and discuss components of theatrical works such as theme and sub-theme, style, setting, melodrama, characters, development, climax, conclusion, language, and dramatic techniques;
- discuss the life and works of Emilia Pardo Bazán;
- read the story “El encaje roto” by Emilia Pardo Bazán and contrast it to (the female characters in) “La casa de Bernarda Alba” by Federico García Lorca;
- summarize Spanish news and entertainment programs in radio and television;
- summarize main ideas from culturally significant recorded presentations such as those in the “Narrative” sections of “AP Spanish” by José M. Díaz; and
- prepare a formal presentation to the class on a theme presented through the literature, media, or culture that they have discussed in class, such as the importance of the extended family, the role of women, rules for good manners, the role of education, advancements in Latin America, food differences of Spain and Latin America, and dating and marriage.

Classroom Illustration

Students will draw a topic (see formal presentation topics above) from a hat and prepare an oral dissertation for the following week which will answer the questions:

How does the literature/cultural event, etc. portray this topic? Who is most affected by this topic and how does it affect others? Why is this topic significant to us today?

How is this topic portrayed in American culture?

Evaluation

Oral dissertation, class discussion, self-evaluative Diaz quizzes on listening sections.

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

“La casa de Bernarda Alba”, Aventuras Literarias, Jarvis et al, Houghton Mifflin, 1999; “El encaje roto”, Aventuras Literarias, Jarvis et al, Houghton Mifflin, 1999.
“AP Spanish: Preparing for the Language Examination, Narrative Sections, Unit I and Unit II”, ‘Cantinflas’ (Unit I-1), ‘Ernesto Sabato’ (I-3), ‘Patron saints’ (I-5), ‘Day of the Dead’ (I-8), ‘Yerba mate’ (II-1), ‘Incas’ (II-3), ‘Chocolate’ (II-5), ‘Women in S.A.’ (II-6), José M. Díaz, M. Leicher-Prieto and G. Nadelbach, Longman/Addison-Wesley Publishing Company, 1996.
<http://boppin.com/lorca> [Federico García Lorca]
<http://www.redmujeres.org/home.htm>; <http://lanic.utexas.edu/la/region/women>;
<http://www2.canisius.edu/grabnerl/feminism-links.html>; [women in Latin America]
<http://www.conncoll.edu/academics/department/hispanic/usefullinks.html> [Sp. radio links];
WPRX 1120 AM Bristol; WYRM 840 AM Newington; WNZ 1230 AM Manchester; WDJZ 1530 Bridgeport [local Connecticut Hispanic radio stations];
PBS International news programs; Satellite Television [NHRHS Media Center]

CONTENT STANDARD 3: COMMUNICATION

Performance Standards

- Integrate technology in the classroom in order to converse with others in the target language regarding topics of personal interest, daily life and culture.

Learner Outcomes

The students will:

- use the language laboratory to record their interpretations of photo sequences;
- select appropriate topics to discuss with native speakers;
- make acquaintances/establish friendships on the internet using the target language; and
- use e-mail to communicate in Spanish with native and non-native speakers about personal, daily and cultural matters.

Classroom Illustration

Students will participate in a Scavenger Hunt by using human resources on the internet to quickly answer a list of difficult questions about Spanish culture. Such questions could include information about special regional foods served during a holiday, the brands of clothing most popular with young people, the most revered American political or entertainment personality, the least favorite job, the most popular girls' and boys' names, the title and author of the best-selling book, etc.

Evaluation

Answers to game, teacher observation, class participation.

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

<http://web.kq.com/channels/languages/spanish>; www.freestuffusa.com/chat/chat_rooms.htm;
<http://f.about.com/z/js/spr08asm.htm> [chat room sites]; www.beaumont-publishing.com/student/epals/spain.htm [e-pals from Spain]

Performance Standards

- Critique and defend oral presentations and written analyses.
- Create scenes, poems and short stories in the target language.
- Justify opinions and analyze stories, plays, poems, or other literature, as well as radio programs, music, films and art.

Learner Outcomes

The students will:

- use a variety of transitional words and expressions in their writings;
- create skits for stories they have read (in order to review plot, vocabulary, etc.);
- write poems for Day of the Dead;
- create short stories for photo sequences on topics of everyday life;
- analyze music;
- analyze and recognize the art/architecture of Salvador Dali, Antoni Gaudí, Francisco de Goya, El Greco, Juan Gris, Frida Kahlo, Joan Miró, Bartolome Murillo, Jose Clemente Orozco, Pablo Picasso, Diego Rivera, David Siqueiros, Diego Velázquez, Juan de Zubarán;
- write critiques for stories they have read;
- write a short story that takes place in a Hispanic country and involves themes students have discussed in class such as political unrest, poverty and other social problems, the role of women and the influence of religion; and
- analyze films.

Classroom Illustration

Students will spontaneously create and record original stories from photo sequences on topics such as fishing, bargains, the beach, autumn, pets, movies, bank, plane, aliens, amusement park, garden, birthday, restaurant, skating, newspaper, concert, wallet, hiking, hunting, motorcycles, rowing, skiing, museums, technology, etc. Students will then listen to their recordings, self-evaluate them, and ask peers to critique and offer suggestions for improvement.

Evaluation

Self evaluation, peer assessment, teacher assessment of creative writing, timed compositions.

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplementary Resources

WPRX 1120 AM Bristol; WYRM 840 AM Newington; WNEZ 1230 AM Manchester; WDJZ 1530 AM Bridgeport [local Connecticut Hispanic radio stations]
The Works in the Arts Vol. 1-9, Sharpe, 1997 [Media Center]; The Encyclopedia of Visual Art Vol. 1-10, L. Gowing, ed. Grolier, 1984 [Media Center];
<http://www.kathimitchell.com/poemtypes.html> [poetry creation]
<http://globegate.utm.edu/spanish/spmusic.html> [music links]
<http://www.essex.ac.uk/filmstudies/Links.htm> [film links]

CONTENT STANDARD 4: CULTURES

Performance Standards

- Identify and analyze products of the target culture, such as social, economic, legal and political institutions, and explore the relationships between these institutions and the perspectives of the culture.
- Invent, predict and justify expressive products of the culture.

Learner Outcomes

The students will:

- understand the social, economic, legal and political institutions of a Spanish speaking country and connect the philosophies of these institutions to the perspectives of the culture;
- read “Un día de estos” by Gabriel García Márquez and discuss the role of politics in Latin American daily life;
- identify the elements in “Un día de estos” which create tension and interest, and incite reactions; and
- propose and defend expressive products to enhance stories they read such as “La casa de Bernarda Alba”, “Carta a Dios”, “El crimen de la Calle Perseguida”, and “El encaje roto”.

Classroom Illustration

Students will prepare a multi-media project about one Spanish-speaking country that will include information about the social, economic, legal and political institutions, as well as other topics. During an essay assignments following the project, students will be asked to relate the institutions to the perspectives of the culture and to invent and defend expressive products of the culture.

Evaluation

Term paper, multi-media project, short essay

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

“Un día de estos”, *Aventuras Literarias*, Jarvis, Lebrede, Mena-Ayllón, Houghton-Mifflin, 1999.
<http://http.gksoft.com/govt/en/es.html>;
http://dir.yahoo.com/Regional/Regions/Latin_America/Government/Politics [links to politics/political institutions in Spain]; <http://www.georgetown.edu/pdba/links.html>;
<http://eres.bus.umich.edu/web/latinamerica.html> [links to history, economics, culture, governments and academics in Latin America].

CONTENT STANDARD 5: CONNECTIONS

Performance Standards

- Acquire complex and abstract information about world language outside the language classroom and compare and integrate it with other school subjects, their personal lives and their present and/or future employment.

Learner Outcomes

The students will:

- discuss future employment in which they can use their Spanish; and
- use journals to write about their integration of Spanish with other subjects and their personal lives.

Classroom Illustration

Every week or every other week students will use journals to identify ways in which they have recently integrated the target culture and language with other subjects and/or with their personal or working lives. Periodically students will be asked to share these experiences with the class.

Evaluation

Journal, class discussion

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

<http://www.elcastellano.org/prensa.html> [magazines by country]
www.conncoll.edu/academics/departments/hispanic/events.html;
<http://www.tourism.State.ct.us/Events>; www.sp.uconn.edu/~spresctr; www.centralct.org/events;
[Hispanic events in Connecticut]
“Connecticut” magazine [Media Center]

CONTENT STANDARD 6: CONNECTIONS

Performance Standards

- Make original multi-media presentations in the target language or culture.

Learner Outcomes

The students will:

- prepare an original multi-media presentation of one target country;
- understand many aspects of their (above) selected country including the products, practices and perspectives; and
- investigate unique but authentically Hispanic ways in which to celebrate Spanish holidays in class.

Classroom Illustration

After students have taken their Advanced Placement Exam, all AP/Spanish IV students will produce document with an original multi-media presentation on a Spanish speaking country that includes, but is not limited to, information about adult and children's sizes, the monetary unit, measurements, festivals, cultural practices, perspectives and taboos, current events, road signs, history of the language, historical and contemporary persons, traditions, important institutions, products, foods, and health precautions.

Evaluation

Term report, multi-media project, presentations of authentic celebrations

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

<http://www.onlinenewspapers.com>; <http://www.prensalatina.com>;
<http://www.zonalatina.com/Zlpapers.htm> [newspapers and magazines from Latin America];
<http://www.yupiMSN.com>; <http://www.mundolatino.org>; <http://espanol.yahoo.com> [Spanish search engines]

CONTENT STANDARD 7: COMPARISON AMONG LANGUAGES

Performance Standards

- Research the history and culture behind linguistic elements of the target language.
- Revise the style of a communicative interaction.

Learner Outcomes

The students will:

- investigate the history of the language of a selected target country; and
- change the style of written or oral interactions as seen in the play “La casa de Bernarda Alba”.

Classroom Illustration

Students will rewrite a composition or letter that they have created or restate a dialog that they have heard (as in “AP Spanish: Preparing for the Language Examination” Units I and II) into a different communicative style. For example, a composition could be changed into a news article or a research document, an informal letter could be written as a business letter, and a dialog could be transformed into a speech or short story.

Evaluation

Term report, creative writing

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

High School Spanish IV/AP Spanish (Cont'd)
Content Standard 7: Comparison Among Languages (Cont'd)

Supplemental Resources

“AP Spanish: Preparing for the Language Examination” Unit I Dialogs 1-16 and Unit II Dialogs 1-7, José Díaz et al, Longman, 1996.

http://www.espanol.newmail.ru/eng_history.html; [history of language in Spain]

http://www.ethnologue.com/country_index.asp?place=The+Americas;

<http://lanic.utexas.edu/la/region/indigenous>; <http://www.encyclopedia.com>;

<http://www.athenapub.com/salang1.htm>; <http://www.tooyoo.l.u.->

[tokyo.ac.jp/Redbook/SAmerica/SA_index.cgi](http://www.athenapub.com/salang1.htm);

<http://www.factmonster.com/spot/hhmaccents1.html>; [history of language in Latin America]

“La casa de Bernarda Alba”, Aventuras Literarias, Jarvis et al, Houghton Mifflin, 1999.

CONTENT STANDARD 8: COMPARISON AMONG CULTURES

Performance Standards

- Critique cultural traditions and celebrations, and communicate their feelings in the target language.
- Analyze the differences in opinions between peers, themselves and peers of the target cultures on an aspect of U.S. culture.
- Predict the effectiveness of a communicative interaction, based on cultural elements.
- Using progressively acquired information, justify the differences among other cultures as compared to their own culture.

Learner Outcomes

The students will:

- discuss the elements of and give opinions about festivities for All Soul's Day and Day of the Dead, Las Posadas, Nochebuena, Navidad, Año Nuevo, Día de los Reyes Magos, Carnaval, Semana Santa and Cinco de Mayo;
- investigate and discuss Hispanic opinions on aspects of U.S. culture as they are reported in the news;
- consider the importance of cultural elements as they interpret poems and literature and compose their own stories, written and oral;
- prepare interactions with e-pals that consider and use proper Hispanic cultural elements; and
- understand and justify differences in holidays, the family, foods and economics.

Evaluation

Teacher observation, class discussion

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

WWW.beaumont-publishing.com/student/epals/Spain.htm [e-pals from Spain];
<http://ste.mat-su.k12.ak.us/Teachlinks.html> [e-pals from Latin America].

Performance Standards

- Predict the treatment of current issues in the target culture by drawing on previous responses.
- Based on history, generalize how target cultures view the role of the U.S. in the world arena.

Learner Outcomes

The students will:

- students will locate and/or construct historical time lines of their selected target countries;
- use historical time lines for target countries to assist them in predicting the effectiveness of the U.S. in interactions with Hispanic countries and with the world;
- discuss current events in the target cultures through information found on the internet, in newspapers and in magazines; and
- use previous current events to assist in predicting the effectiveness of the U.S. with Hispanic countries and with the world.

Classroom Illustration

Students will respond to final exam questions that pertain to the above.

Evaluation

Teacher observation, final exam questions

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

<http://www.c.bercentro.com> [newspaper links by country]
http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1196005.stm [Argentina timeline];
<http://www.humanities-interactive.org/splendors/timeline.htm> [Mexico timeline];
<http://www.worldhistory.com/peru.htm> [Peru timeline];
http://newsbbc.co.uk/1/hi/world/americas/country_profiles/1222905.stm [Chile timeline];
<http://www.historesearch.com/latin.html>;
<http://campus.northpark.edu/history/WebChron/Americas/Americas.html>;
<http://www.bbc.co.uk/history/timelines> [Latin America chronology and history links].

CONTENT STANDARD 9: COMMUNITIES

Performance Standards

- Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.
- Establish and/or maintain interpersonal relations with speakers of the target language via e-mail and/or exchange programs.
- Consult various sources in the target language to obtain information on topics of personal interest.

Learner Outcomes

The students will:

- use the target language to discuss their personal lives;
- share interpretations of personal information learned from investigating a target country;
- use e-mail to establish strong contacts with members of target countries; and
- use target language sources to explore information on personal topics such as vacation spots for young adults, sports and fitness, beauty tips, fashion, famous people and careers.

Classroom Illustration

Upon completion of their multi-media project, students will share their interpretations of information found on personal topics such as family dynamics, male/female relationships, work ethic, social values, individual accountability, aging, etc. Students will compare their results and select the countries with results most like the U.S., most different, most appealing and most unappealing.

Evaluation

Informal and formal class discussion, teacher observation, journals, games, response to feature films.

Required Textbooks

Aventuras Literarias, A. Jarvis, R. Lebrede and F. Mena-Ayllon, N.Y.: Houghton-Mifflin, 1999

AP Spanish: Preparing for the Language Examination, J. Diaz, M. Leicher-Prieto and G. Nadelbach, N.Y.: Addison-Wesley Publishing Company, 1996

Supplemental Resources

www.beaumont-publishing.com/student/epals/Spain.htm [e-mails from Spain];
<http://www.zonalatina.com/Zlpapers.htm>; <http://www.broadcast-live.com/newspapers/latin.html>
[newspapers and magazines from Latin America];
www.onlinenewspapers.com/spain/htm; www.allyoucanread.com/newspapers.asp?id=C120
[newspapers in Spain];
www.allyoucanread.com/index.asp?idCat=1085 [magazines in Spain].
<http://www.nvo.com/jwhoover/dealingwithlatinamericans>;
<http://users.erols.com/liaunau/need.htm>; [Latin American sites on personal values]