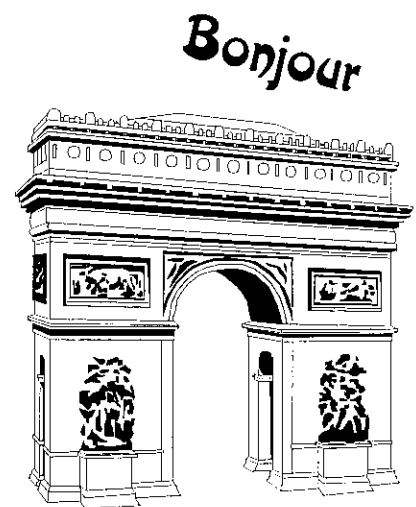
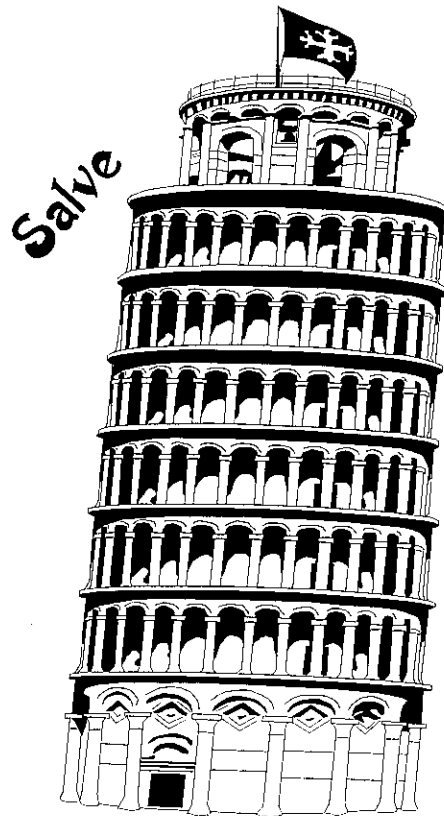


# 2001 Foreign Language Course of Study



Jefferson County Educational Service Center  
2023 Sunset Boulevard, Steubenville, Ohio 43952

***F O R E I G N   L A N G U A G E***  
***C O U R S E   O F   S T U D Y***

Adopted by

Jefferson County Educational Service Center

Governing Board

June 24, 1997

Readopted September 21, 2001

**Jefferson County Governing Board**

Kenneth D. Simeral, President

Robert L. George, Vice President

Edgar Hill

William Lollini

Geno Morelli

Superintendent

Craig A. Closser

**F O R E I G N   L A N G U A G E**  
**C O U R S E   O F   S T U D Y**

**---2001---**

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## FOREWORD

This Foreign Language Course of Study meets the statutory requirement of O.R.C. 3313.60 and is in compliance with Standard 3301-35-02 of the Minimum Standards - Elementary and Secondary Schools. The document represents an intensive cooperative effort on the part of supervisors and foreign language teachers from the Jefferson County Educational Service Center, Buckeye Local, Edison Local, Harrison Hills City, Indian Creek Local, and Toronto City School Districts. In order to keep the foreign language curriculum relative and current, it is reviewed and revised on a five-year cycle as are textbooks and materials.

A course of study is primarily a working document that gives structure, direction, and continuity to an educational program and also serves as a form of communication. The contents herein become a blueprint for each foreign language teacher to use in planning meaningful and productive learning experiences for students in the area of foreign language. The philosophy is consistent with the stated philosophy of the school district(s), and the goals and objectives permit accurate assessment of the extent to which objectives are met. As a form of communication, this course of study conveys to all interested persons an accurate description of what is currently being taught in the foreign language curriculum.

The committee members directly responsible for the completion of this course of study are to be commended for their sincere interests and efforts. Their names are listed on the cover sheet of this manual.

Craig A. Closser  
Superintendent  
Jefferson County Educational Service Center

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## INTRODUCTION

This graded course of study defines and outlines the Foreign Language program for the students served by the Jefferson County Educational Service Center. It includes the following components: cover sheet, statement of approval by the Governing Board, table of contents, introduction, a statement of district and program philosophy, and a listing of broad, general goals. For each grade level and area, there is a scope and sequence. This is followed by an assessment and intervention procedure.

Even though separate sections are written for philosophy, goals, scope and sequence, and pupil assessment policy, this course of study exhibits a consistency and continuity derived from an overall perspective. Each section of the course of study supports and extends the section which precedes it.

In revising the course of study, county supervisors cooperatively worked with teachers representing the districts. Each grade level and/or subject area was included.

Committee members had responsibility for reviewing and revising the scope and sequence in their particular grade/subject area. In addition, each member served on working committees to revise the goals, philosophy, assessment, and intervention procedures. Final approval of the course of study was made by the Jefferson County Educational Service Center Governing Board.

Utilization of this course of study will enable teachers to plan their Foreign Language instructional program. The use of supplementary materials to provide enrichment and greater in-depth study of each objective should be employed to cope with individual needs based on differing degrees of ability.

Administrators and boards of education may use this course of study to provide an outline of the Foreign Language program and to provide an instrument for the establishment of criteria relative to competency in Foreign Language education.

## **DISTRICT PHILOSOPHY**

Schools exist to help all children realize optimum personal development, an understanding of the American heritage, and respect for democratic principles.

The program of education must be comprehensive in scope and specific in its objectives. A comprehensive program emphasizes the dignity and worth of each individual as well as the importance of the basic academic skills and the creative arts. The mental, physical, social, spiritual, emotional, and aesthetic development of children is a goal. An effective program also challenges children to develop responsible judgment, awareness of societal responsibilities, and wholesome respect for the world of work. Individual differences and needs of the student must be constantly recognized.

Children not adjusting to regular classroom procedures because of emotional, mental, or physical handicaps should be carefully evaluated and placed in an appropriate educational program conducive to their special needs and growth.

Good public relations are important for an effective educational program. Parents and other members of the community should be informed and asked for support. Mutual respect for the services each has to offer should be encouraged and coordinated to further the overall educational program.

A quality educational service organization dedicated to providing administrative, curricular, instructional, pupil personnel, and professional development services to the schools by the most efficient and economical means possible is the responsibility of the Jefferson County Governing Board. These services are designed to assist boards of education, administrators, teachers, and other staff members in helping children realize optimum personal development and become productive members of society.

## DISTRICT GOALS

### Educational Outcome Goals

As a base against which to assess school needs and set objectives for the educational program, the Governing Board adopts the following educational outcome goals:

- A. to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively
- B. to acquire basic information concerning the principles of the physical, biological, and social achievements and failures, and current social issues
- C. to become an effective and responsible contributor to the decision making process of the political and other institutions of the community, state, country, and world
- D. to acquire knowledge, skills, and understanding for assuming a responsible role as both producer and consumer
- E. to acquire the knowledge, habits, and attitudes that promote personal and public health
- F. to acquire job entry level skills and to acquire knowledge necessary for further education
- G. to acquire an understanding of ethical principles and the ability to apply them to his/her own life
- H. to develop an understanding of ethical principles and the ability to apply them to life

## Educational Process Goals

In order to achieve the educational goals adopted by this Governing Board for children, the Board will strive to implement the following educational goals:

- A. instruction organized and defined by an adopted course of study
- B. instruction bearing a meaningful relationship to the present and future needs and/or interests of pupils
- C. specialized individual educational experiences to meet individual needs
- D. an environment with positive competition among pupils
- E. resources for education, used with maximum efficiency
- F. teacher and administrative staff members of high quality
- G. diverse forms of constructive cooperation with parents and community groups

## PROGRAM PHILOSOPHY

The intent of the Foreign Language Course of Study is to educate all students to communicate in languages other than English. The need for all students to become competent in their ability to communicate with people of other countries and cultures is increasingly apparent due to instantaneous world-wide communication networks and an economy that is globally interconnected. To reach an acceptable level of language proficiency, students must begin learning languages at an early age. Programs which emphasize the development of communication skills will require schools to create long-term programs where students are actively engaged in listening, speaking, reading, and writing for real purposes in culturally authentic contexts.

In order to include foreign languages in the core curriculum, communication in languages other than English must be seen as an essential tool for communication as well as having direct benefits for students' cognitive development. The ability to communicate in other languages will allow our students to participate more fully in a society that is becoming increasingly diverse both culturally and linguistically. In addition, students who learn to communicate in other languages increase their capacity to communicate in their first language by developing a sensitivity for nuance in the meaning of words, and by using contextual cues to guess the meaning of words. Students of other languages also demonstrate increased cognitive development in areas such as mental flexibility, creativity, tolerance for ambiguity, and higher-order thinking skills.

Teachers who are implementing a competency-based foreign language program in the classroom should use this course of study to guide curriculum planning so that all students achieve a high level of language proficiency. School board members and administrators must adopt appropriate policies and provide resources and equipment needed to support quality learning activities. Commitment to an instructional program based on *Foreign Languages: Ohio's Model Competency-Based Program* should guide the selection of instructional materials, types of assessments, and staff development activities.

## **PROGRAM GOALS**

The following goals represent the culmination of foreign language instruction and should be used to guide the development of a consistent and articulated program. The goals are supported by grade-level instructional objectives organized into four strands. To attain the goals of the foreign language program, curriculum planners should allow for the integration of the objectives across the strands.

### **Goal 1: To enable students to communicate in languages other than English**

The student will:

- 1.1 engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 understand and interpret written and spoken language on a variety of topics.
- 1.3 present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **Goal 2: To enable students to gain knowledge and understanding of other cultures**

The student will:

- 2.1 demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### **Goal 3: To enable students to connect with other disciplines and acquire information**

The student will:

- 3.1 reinforce and further his/her knowledge of other disciplines through the foreign language.
- 3.2 acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Goal 4: To enable students to develop insight into the nature of language and culture**

The student will:

- 4.1 demonstrate understanding of the nature of language through comparisons of the language studies and his/her own.
- 4.2 demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own.

**Goal 5: To enable students to participate in multilingual communities at home and around the world**

The student will:

- 5.1 use the language both within and beyond the school setting.
- 5.2 show evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

# SCOPE AND SEQUENCE



**Please note: The content of this Scope and Sequence is applicable to any foreign language---both classical and modern.**

## **EXPLORATORY FOREIGN LANGUAGE (PRE-LEVEL I)**

### Overview

Exploratory Foreign Language is the introduction to foreign languages including the cultural situations in which the language is being used.

This course may be offered at one of the junior high or middle school grades to aid students in selecting a target language to pursue in sequence. The Exploratory Foreign Language (or Pre-Level I) is suggested for a nine-week course.

### Program Objectives

The student will

1. give and follow simple instructions in order to participate in age-appropriate classroom and cultural activities.
2. ask and answer questions to provide or obtain information on familiar topics such as daily routines, family, and school events.
3. exchange essential information such as greetings, farewells, and common classroom interaction using culturally appropriate gestures and oral expressions.
4. formulate lists of basic related vocabulary lists.
5. express simple themes, ideas, or perspectives of the target culture(s).

## Instructional Objectives

### Cultural Knowledge

The student will

1. recognize countries where the target language is spoken.
2. develop an openness regarding attitudes and beliefs of people in the target culture.
3. explore social conventions of peers in the target culture(s), including celebrations, special events, family, and community.
4. explore typical names and naming practices in the target culture.

### Multidisciplinary Connections, Information, and Knowledge

The student will

1. explore the interconnectiveness of the United States with the target cultures and countries.
2. identify local weather conditions with those of similar areas in the target culture(s).
3. use numbers for sequences as needed within classroom activities.
4. explore the passage of time (e.g., morning, afternoon, evening).
5. demonstrate attentive listening skills.
6. respond to simple oral directions given as part of the classroom routine.
7. recognize own name and routine vocabulary words in the target language in print.
8. identify self by giving personal information.
9. categorize objects according to distinct attributes such as color, size, shape, texture.
10. participate in individual, paired, small-group, and whole-class communication activities to develop communications skills.

Insights Into the Nature of Language and Culture

The student will

1. compare the celebrations in the home and target culture(s).
2. differentiate between the sound and writing systems of the target and home languages.
3. use common courtesy expressions in the target culture(s).

Participation in Multilingual Communities at Home and Around the World

The student will

1. recognize the dynamics of learning a new language and appreciate its benefits.
2. explore possibilities for use of the target language for personal enrichment (e.g., participation in student exchange programs, correspondence with peers in the target culture, attendance at international festivals).
3. explore careers that require communicative competence in the target language.
4. investigate how and why people have learned to communicate in more than one language.
5. explore opportunities to live and study in a target language country.
6. explore how people in the home community are interdependent with other people of the world.

Performance Objectives

The student will

Knowledge

1. demonstrate the use of appropriate expressions and gestures for greetings, farewells, and other common or familiar classroom expressions.
2. respond to appropriate questions by providing personal information.

### Comprehension

3. follow oral instructions and sort objects according to attributes such as quantity, color, and size.
4. demonstrate comprehension of simple directions and instructions by responding appropriately.

### Application

5. identify and locate countries where the target language is spoken.

### Analysis

6. identify how people in the target culture(s) celebrate important traditions, holidays, or events.

### Synthesis

7. participate in role-playing activities.

### Evaluation

8. plan and participate in a celebration or other event typical of the target culture(s).

## **LEVEL I**

### Overview

Level I students of modern language are beginning to develop the ability to speak, listen, read, and write the target language in short sentences and paragraphs which contain learned words and phrases. Level I students of classical languages will focus on reading and writing. For all Level I students, comprehension is further enhanced when the spoken language and written text are supported by visual cues and gestures.

Level I students recognize that they are not only studying formal subject matter, but also the cultural situations in which the language is being used, be it a modern or classical language.

### Program Objectives

The student will

1. give and follow simple instructions in order to participate in age-appropriate classroom and cultural activities.
2. describe people and things in his/her immediate environment. express preferences, wants, and emotions.
3. ask and answer questions to provide or obtain information on familiar topics such as daily routines, family, and school events.
4. exchange essential information such as greetings, farewells, and common classroom interaction using culturally appropriate gestures and oral expressions.
5. comprehend the main idea of short conversations and narratives on familiar, developmentally appropriate topics.
6. write lists and short personal letters.
7. read and understand materials such as menus, schedules, forms, and advertisements.
8. express simple themes, ideas, or perspectives of the target culture(s).
9. participate in language activities related to other school subjects.

## Instructional Objectives

### Cultural Knowledge

The student will

1. develop an openness regarding attitudes and beliefs of people in the target culture(s).
2. discuss and analyze beliefs that influence the daily lives of people and form a world view of the target culture.
3. explore contributions the target culture has made to the world community (e.g., outstanding individuals, food, historical events).
4. demonstrate an understanding of similarities and differences between local and target culture(s).
5. discuss and analyze the causes and impacts of a variety of current events in the target culture(s).
6. discuss cultural changes that have occurred over time in the target culture(s).
7. demonstrate understanding of the inadequacies of stereotypes and generalizations about cultural patterns.
8. interact in a variety of cultural contexts that reflect both peer-group and adult activities of the target culture(s) using appropriate verbal and non-verbal language.
9. interpret physical gestures and/or body language that communicate common expressions and colloquialisms.
10. explore social conventions of peers in the target culture(s), including celebrations, special events, family, and community.
11. give examples of regionalisms in language (e.g., vocabulary, phrases, expressions, pronunciation).
12. explore typical names and naming practices in the target culture(s).

13. identify and name important symbols associated with various aspects of the target culture(s).
14. examine how people in the target culture(s) interact with their physical, social, and geographical environments and how these people deal with social issues.
15. examine authentic resources that depict examples of the target culture(s).
16. explore expressive forms and aesthetic concepts of the target culture(s) including art, music, literature, and other media.

*Multidisciplinary Connections, Information, and Knowledge*

The student will

1. give examples of social, political, and economic interdependence of the home and target culture(s).
2. describe the contributions of the target culture(s) to the world community.
3. explore the interdependence of Ohio's economy with a target language country.
4. examine why some people of the target culture(s) have migrated to the United States and specifically to Ohio.
5. explore different roles of community members.
6. participate in, and share information about, the members of families in the local and target culture(s).
7. demonstrate an understanding of the similarities among individuals and of the uniqueness of each student within the classroom.
8. explore the interconnectiveness of the local community with a community in the target culture(s).
9. learn how and why symbols of the target culture(s) are used.
10. identify ways in which natural processes and human activities in the target culture(s) contribute to environmental issues.

11. identify the causes for historical events in the target language country (countries).
12. research the importance of major historical events in the target culture(s).
13. use a variety of methods to illustrate information about the target culture(s) (e.g., graphs, charts, diagrams, tables).
14. use maps to locate regions, cities, major rivers, and landmarks in the target language country (countries).
15. compare local weather conditions with those of similar areas in the target culture(s).
16. use the metric system to describe personal attributes (e.g., height, weight, size).
17. use currency of the target culture(s) to make change using bills and coins.
18. convert currency in the home culture to currency in the target language country (countries).
19. describe how people in the target culture(s) meet their everyday needs (e.g., food, clothing, shelter, transportation, entertainment).
20. explore health issues of adolescents in the target culture(s).
21. use numbers for sequences, seriation, sets, and sorting as needed within classroom activities.
22. explore the passage of time (e.g., morning, afternoon, evening).
23. explore the concept of time and how time is used in the community.
24. demonstrate attentive listening skills.
25. respond to simple oral directions given as part of the classroom routine.
26. continue to expand vocabulary through reading and listening.
27. read, listen to, and view works of literature, arts, and other media that describe life in the target culture(s).

28. use target language sources to gain information about events in the target culture(s) and information on topics of personal interest.
29. recognize own name and routine vocabulary words in the target language in print.
30. identify self by giving personal information.
31. take part in information-sharing about routine classroom events to increase vocabulary.
32. categorize objects according to distinct attributes such as color, size, shape, and texture.
33. compare and order objects using number measurements such as lengths, weights, and capacities.
34. participate in individual, paired, small-group, and whole-class communication activities to develop communications skills.
35. write responses to messages, texts, and letters.
36. use technology to improve communication skills.
37. combine information from other school subjects with information from other language sources to complete activities in the foreign language classroom.

*Insights Into the Nature of Language and Culture*

The student will

1. compare issues, beliefs, and patterns of behavior that are common to both the home and target culture(s).
2. describe instances in which knowledge of target language, culture patterns and beliefs can facilitate understanding or explain misunderstanding.
3. compare the ways in which the home and target culture(s) meet human needs and concerns.
4. compare the celebrations in the home and target culture(s).

5. examine and compare aspects of contemporary culture in the home and target cultures(s).
6. identify cultural practices in the home culture that are derived from the target culture(s).
7. identify and describe cultural symbols that convey universal meanings.
8. demonstrate an understanding of the differences and similarities between the sound and writing systems of the target and home languages.
9. identify meanings of printed words by recognizing how words in the target language are similar in form and meaning to words in English.
10. develop word families to increase vocabulary.
11. use courtesy expressions common to the target culture(s).
12. explore how words change meanings by adding prefixes and suffixes.
13. explore regional and dialectical differences and similarities among target language countries.
14. recognize the need to alter language depending on situation and audience.
15. compare ways language in the home and target culture(s) are used to persuade.
16. recognize that idiomatic expressions and gestures have an impact on communication and reflect culture.
17. demonstrate an understanding of the uniqueness and universality of human experiences through multicultural literature, music, art, videos, and computer software.

*Participation in Multilingual Communities at Home and Around the World*

The student will

1. recognize the dynamics of learning a new language and appreciate its benefits.

2. explore possibilities for use of the target language for personal enrichment (e.g., participation in student exchange programs, correspondence with peers in the target culture(s), attendance at international festivals).
3. explore careers that require communicative competence in the target language.
4. investigate how and why people have learned to communicate in more than one language.
5. extend communications in the target culture(s) to discuss topics of personal interest, community and world concerns (e.g., guest speakers, recent events, environmental issues).
6. establish and maintain interpersonal relationships with speakers of the target language through student exchanges, personal letters, videos, audio-cassettes, newsletters, etc.
7. demonstrate an understanding of community/family structure.
8. explore opportunities to live and study in a target language country.
9. use a globe, map, and other references to name and locate all the countries or local neighborhoods where people speak target language.
10. use important symbols of the target culture(s) to share information.
11. explore the diversity of classmates and other people by identifying similarities and differences.
12. explore how people in the student's community are interdependent with other people of the world.
13. explore uses and access information of target language within the community, the state, the nation, and the world.
14. access information on a variety of topics from culturally authentic documents.
15. extend the use of print and media resources to obtain information on topics of personal interest.
16. use technology to establish links with peers in the target culture(s).

## Performance Objectives

The student will

### Knowledge

1. demonstrate the use of appropriate expressions and gestures for greetings, farewells, and other common familiar classroom expressions.
2. respond to appropriate questions by providing personal information.
3. identify well-known persons, resources, products, and climate patterns of a country where the target language is spoken when given visual cues.
4. list prefixes and suffixes used in both the target language and English and orally explain how the affixes change meanings.
5. recite a poem/sing a song in the target language.
6. identify the main ideas and characters after listening to a story read aloud.

### Comprehension

7. demonstrate the ability to use time references to sequence events that occur throughout the school day and in the family.
8. follow oral instructions and sort objects according to attributes such as quantity, color, size, shape, or weight.
9. demonstrate comprehension of simple directions and instructions by responding appropriately.

### Application

10. measure and record distances, weights, and capacities of a variety of objects using the measuring system of the target culture(s).
11. illustrate (e.g., by making a land form map) and label geographical features of the target language country (countries).

12. prepare and present a report, in the target language, on the target language country (countries) which includes geographical information, a description of significant historical events and people, and aspects of daily life.
13. demonstrate an understanding of the target culture(s) such as people and their daily lives, houses, and natural environments through art, print, or drama.

#### Analysis

14. identify how people in the target culture(s) celebrate important traditions, holidays, or events.

#### Synthesis

15. ask and answer oral questions about families of the target culture(s), based on oral and visual information.
16. collaborate in writing and acting out short skits that demonstrate appropriate language (including the use of idiomatic expressions) for a variety of contexts.
17. create and explain a visual display which illustrates the influence of the target culture(s) on the home culture.
18. participate in a conversation about current events and issues of the target culture(s).
19. inquire about prices and purchase items using the appropriate currency while role-playing a customer in a store in the target culture.
20. write a list of questions that could be asked of a person of the target culture(s) regarding topics such as daily routines, leisure time activities, meals, and traditional celebrations.

#### Evaluation

21. plan and participate in a celebration or other event typical of the target culture(s).

## LEVEL II

### Overview

Level II students are able to participate in simple conversational situations using sentences and groups of sentences. They can create with the target language by combining and recombining learned phrases and words. Level II students can write simple messages, read texts dealing with familiar topics, and understand the main ideas when listening to conversations dealing with familiar topics or themes. Level II students of classical languages concentrate on development of their reading and writing capabilities. All students gain an awareness, understanding, and appreciation of the cultural contributions made by people of the target language.

### Program Objectives

The student will

1. demonstrate all previous progress indicators.
2. exchange information about personal events and memorable experiences.
3. acquire goods or information through interaction and negotiation.
4. ask for and give directions.
5. understand the main ideas and significant details on familiar topics and in selected texts.
6. comprehend spoken and written texts by employing knowledge from the content of other disciplines.
7. write short paragraphs on topics of personal interests.
8. express personal opinions, orally and in writing, on a variety of topics.
9. identify and discuss patterns of behavior typical of people in the target culture(s).
10. compare cultural beliefs and perspectives of people in both his/her own and the target culture(s).
11. talk about topics related to other school subjects.
12. read, listen to, re-enact, and talk about age-appropriate folk tales, short stories, poems, and songs that are written for native speakers of the target language.

## Instructional Objectives

### Cultural Knowledge

The student will

1. identify and explain aspects of cultural and linguistic diversity within the target language country (countries).
2. develop sensitivity to cultural differences.
3. identify and analyze popular expressions of the target culture(s) through texts and media.
4. identify and describe how people and events have influenced the culture of the target language country (countries).
5. identify and describe contributions of the target culture(s) to the home culture.
6. give examples of regionalisms in language (e.g., vocabulary, phrases, expressions, pronunciations).

### Multidisciplinary Connections, Information, and Knowledge

The student will

1. compare aspects of urban and rural life of the home and target culture(s).
2. recognize that the home and target culture(s) may interpret historical events differently.
3. examine developments in the areas of art, music, and literature in the target culture(s).
4. identify and discuss issues common to the home and target cultures.
5. examine the role of sports, dance, leisure activities, and games in the home and target cultures.
6. access information through target language texts and media to contribute to a topic being studied in another class.

7. gain knowledge about societal issues in the target culture(s) through a variety of texts and media.
8. examine how cultural institutions in the target culture(s) (e.g., family, education, and government) have changed over time.
9. combine information from other school subjects with information from target language sources to complete activities in the foreign language classroom.

*Insights Into the Nature of Language and Culture*

The student will

1. develop the ability to paraphrase and circumlocute to facilitate communication in the target language.
2. recognize that the target language does not necessarily follow English structures and patterns.
3. identify and discuss linguistic concepts that are unique to the target language or English.

*Participation in Multilingual Communities at Home and Around the World*

The student will

1. participate in a career exploration or school-to-work project which requires proficiency in the target language and culture.
2. use media in the target language and culture for entertainment and/or personal growth.
3. interview people who have studied and/or worked in a target language country for an extended period of time to gain information on a topic of personal interest.
4. establish and maintain verbal and written communication with peers in the target language culture(s).
5. be encouraged to reside or travel in the target language country (countries).

## Performance Objectives

Level II students will

### Knowledge

1. respond to appropriate questions by providing personal information.
2. identify well-known persons, resources, products, and climate patterns of a country.
3. list prefixes and suffixes used in both the target language and English and orally explain how the affixes change meanings.
4. recite a poem/sing a song in the target language.
5. identify the main ideas and characters of a story.

### Comprehension

6. demonstrate comprehension of simple directions and instructions by responding appropriately.
7. demonstrate understanding of a story, folk tale, or legend by asking and answering questions or by retelling the story with or without visuals.

### Application

8. prepare and present a report, in the target language, on the target language country (countries) which includes geographical information, a description of significant historical events, people, and aspects of daily life.
9. demonstrate an understanding of the target culture through art, print, or drama.

### Analysis

10. identify how people in the target culture(s) celebrate important traditions, holidays, or events.

### Synthesis

11. collaborate in writing and acting out short skits that demonstrate appropriate language (including the use of idiomatic expressions) for a variety of contexts.
12. create and explain a visual display which illustrates the influence of the target culture(s) on the home culture.
13. participate in a conversation about current events and issues of the target culture(s).
14. inquire about prices and purchase items using the appropriate currency while role-playing.
15. write a list of questions that could be asked of a person of the target culture regarding topics such as daily routines, leisure time activities, meals, and traditional celebrations.

### Evaluation

16. plan and participate in a celebration or other event typical of the target culture(s).

## LEVEL III

### Overview

Level III students can initiate and sustain conversations by making statements, asking questions, and giving appropriate responses. They can communicate using appropriate time frames on everyday topics, both orally and in writing. When writing, students are able to compose cohesive paragraphs related to familiar topics and personal experiences. Level III students are able to understand the main ideas and significant details in extended discussions and presentations, both live and recorded. They are able to acquire new knowledge and information from texts including short literary texts and media. Because the necessity for oral communications is limited, Level III students of the classical languages continue to emphasize advancements in writing and reading. All students further their knowledge of the cultural significance of the target language.

### Program Objectives

Level III students will

1. demonstrate all previous progress indicators.
2. exchange information, both orally and in writing, about past, current, and future events.
3. initiate, sustain, and close a conversation on a variety of topics.
4. respond, both orally and in writing, to a variety of situations by creatively combining and recombining vocabulary and structures to supply facts and opinions.
5. understand the main ideas and significant details of live and recorded discussions, narratives, and presentations.
6. understand the main ideas and significant details in authentic written materials such as personal letters, pamphlets, newspaper and magazine articles, advertisements, and age-appropriate literary texts.
7. derive new information and knowledge through reading and listening.
8. identify and discuss various patterns of behavior or interactions typical of the target culture(s).
9. discuss topics from other school subjects in the target language.

## Instructional Objectives

### *Cultural Knowledge*

The student will

1. use appropriate language and gestures in a wide range of social contexts.
2. identify and describe recent trends in social patterns and conventions of the target culture(s).
3. explain features of American culture which may be misunderstood by people in the target culture(s) (e.g., use of leisure time, teacher-student relationships, tendency to display material wealth, role of the federal government).
4. discuss similarities and differences between attitudes and behaviors of adolescents in the home and target cultures (e.g., recreational and leisure time activities, upbringing, behavior at home and school, attitude toward education, family relationships, attitudes toward money).
5. modify personal opinions, interpretations, explanations, and conclusions based on new information.
6. give examples of regionalisms in language (e.g., vocabulary, phrases, expressions, pronunciations).

### *Multidisciplinary Connections, Information, and Knowledge*

The student will

1. identify and discuss linkages (e.g., economic, political, geographical) that connect people of the home and target cultures.
2. explain how events, both current and historical, have shaped the lives of people in the target culture(s).
3. examine how people of the target culture(s) preserve their cultural traditions.
4. use documents to compare the costs of goods and services in the home and target cultures.

5. read literary texts and relate them to the historical period about which or in which they were written.
6. explore art, music, literature, and other media in order to compare how artists in the home and target culture(s) portray universal themes (e.g., love, friendship, beauty, grief).
7. identify practices and beliefs in the target culture(s) that support a healthy life style.
8. analyze examples of artistic expressions to gain understanding of historical events that took place in the target culture(s).
9. use technology and other media as a means of expressing ideas.
10. acquire information from a variety of target language resources to complete projects in other classes.
11. combine information from other school subjects with information from target language sources to complete activities in the foreign language classroom.

*Insights Into the Nature of Language and Culture*

The student will

1. compare how people use language in the home and target cultures to perform certain functions (e.g., persuading, negotiating, apologizing, offering advice, and expressing emotions).
2. compare the ways in which people in the home and target culture(s) express universal themes (e.g., happiness, sorrow, birth, death, humor).

*Participation in Multilingual Communities at Home and Around the World*

The student will

1. participate in a service project which requires proficiency in the target language (e.g., peer tutoring, introduction to target language, and culture in elementary classrooms).
2. explore needs of corporations and businesses to identify job-related skills.
3. maintain communications with peers in the target culture(s) for personal enjoyment.
4. use the media in the target language for information and entertainment.

## Performance Objectives

The student will

### Knowledge

1. respond to appropriate questions by providing personal information.
2. identify well-known persons, resources, products, and climate patterns of a country where the target language is spoken.
3. list prefixes and suffixes used in both the target language and English and orally explain how the affixes change meanings.
4. recite a poem/sing a song in the target language.
5. identify the main ideas and characters of a story.

### Comprehension

6. demonstrate understanding of a story, folk tale, or legend by asking and answering questions or retelling the story with or without visuals.

### Application

7. prepare and present a report, in the target language, on the target language country (countries) which includes geographical information, a description of significant historical events, people, and aspects of daily life.
8. demonstrate an understanding of the target culture such as people and their daily lives, houses, and natural environments through art, print, or drama.
9. describe in writing, in the target language, a contribution made to the world community by the target culture(s).
10. participate in a panel presentation and share viewpoints/opinions about a text or film.
11. summarize in writing and present orally information about a well-known person of the target culture.

12. demonstrate understanding of an oral presentation in the target language by taking appropriate notes, asking and answering questions, and summarizing main ideas.

### Analysis

13. identify how people in the target culture(s) celebrate important traditions, holidays, or events.
14. write a brief summary of a fictional text written in the target language and express personal feelings, emotions, or opinions relating to the text.

### Synthesis

15. collaborate in writing and acting out short skits that demonstrate appropriate language (including the use of idiomatic expressions) for a variety of contexts.
16. create and explain a visual display which illustrates the influence of the target culture(s) on the home culture.
17. participate in a conversation about current events and issues of the target culture(s).
18. collaborate in creating a class book with illustrations (photographs and/or drawings) and written descriptions, in target language, of various aspects of daily life in the target culture(s).
19. use information gained from authentic texts to develop a timeline which illustrates major contributions of the target culture(s) to the world community.
20. use information from authentic texts to write a report about events in the target culture(s).

### Evaluation

21. plan and participate in a celebration or other event typical of the target culture(s).
22. exchange information with peers and adults about topics of mutual interest and share opinions about people, activities, and events.

## LEVEL IV

### Overview

Level IV students can speak and write the target language using coherent paragraphs. They are able to initiate, sustain, and bring to closure a wide variety of communicative tasks using appropriate time frames. Their level of comprehension allows them to acquire knowledge and information from comprehensive, authentic texts including literary texts and media. In classical languages, Level IV students continue to maintain an emphasis on reading and writing within appropriate cultural settings.

### Program Objectives

The student will

1. demonstrate all previous progress indicators.
2. initiate and sustain discussions and interviews which are characterized by extended descriptions and narrations about a literary or cultural topic.
3. substantiate his/her opinions and persuade others, both orally and in writing.
4. exchange opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues from the target culture(s).
5. comprehend the main ideas and significant details in selected authentic texts.
6. comprehend oral presentations and apply the information to complete tasks in other school subjects.
7. write a letter or an article for a student publication describing and analyzing an issue of importance to him/her.
8. write a summary of a short story, newspaper, or magazine article.
9. identify, analyze, and discuss various beliefs typical of people of the target culture(s).

10. identify and discuss connections between cultural perspectives and socially approved behavioral patterns in both the home and target cultures.
11. combine information from other school subjects with information available in the foreign language to complete activities.
12. prepare reports on topics of personal interest by accessing information in both English and the target language.
13. access authentic texts in both the target and home cultures to compare the treatment of a current issue.

### Instructional Objectives

#### *Cultural Knowledge*

The student will

1. describe common behavior patterns, beliefs, and attitudes of people in the target culture(s).
2. recognize patterns of behavior, beliefs, and attitudes when they occur in target language media and texts.
3. give examples of regionalisms in language (e.g., vocabulary, phrases and expressions, pronunciation).
4. describe social conventions of the youth culture (e.g., dating, education, employment, language expressions, fashion, career aspirations).
5. recognize elements of humor and satire in the target language and culture(s).
6. analyze unique differences between the home and target cultures and explain the reasons for such differences.

### Multidisciplinary Connections, Information, and Knowledge

The student will

1. use resources (print and media) to analyze and discuss current issues and historical events from the perspectives of the home and target cultures.
2. acquire information from a variety of target language resources to complete projects in other classes.
3. combine information from other school subjects with information from target language sources to complete activities in the foreign language classroom.
4. explore and analyze how people in the target culture(s) solve societal issues (e.g., terrorism, welfare, unemployment, health care).

### Insights Into the Nature of Language and Culture

The student will

1. function in a wide range of social and professional contexts using appropriate language and gestures.
2. explore and describe the major functions that influence culture and cultural change in the home and target cultures (e.g., media, politics, economics, technology).
3. examine the influence of the target culture(s) on the home culture and vice versa.
4. explain how actions of people in the home and target cultures are a reflection of their beliefs and attitudes (e.g., why some cultures rely on home remedies to cure illnesses or why it may be more important to spend time in establishing relationships rather than completing a task).
5. recognize and describe characteristics of subcultures within the target culture country (countries).

### Participation in Multilingual Communities at Home and Around the World

The student will

1. extend exploration of career opportunities in which proficiency in a foreign language is highly desirable.

2. establish and maintain communication with peers in the target culture(s).
3. read authentic texts and view media in the target language for personal enjoyment and enrichment.
4. interview speakers in the target language to gain information on topics of personal interest.
5. be encouraged to participate in a student exchange program by traveling to the target language country and/or hosting a peer from the target language country.

### Performance Objectives

The student will

#### Knowledge

1. respond to appropriate questions by providing personal information.
2. identify well-known persons, resources, products, and climate patterns of a country where the target language is spoken.
3. list prefixes and suffixes used in both the target language and English and orally explain how the affixes change meanings.
4. recite a poem/sing a song in the target language.
5. identify the main ideas and characters of a story.

#### Comprehension

6. demonstrate understanding of a story, folk tale, or legend by asking and answering questions or retelling the story with or without visuals.

#### Application

7. prepare and present a report, in the target language, on the target language country (countries) which includes geographical information, a description of significant historical events, people, and aspects of daily life.
8. demonstrate an understanding of the target culture(s) through art, print, or drama.

9. describe in writing, in the target language, a contribution made to the world community by the target culture(s).
10. participate in a panel presentation and share viewpoints/opinions about a text or film.
11. summarize in writing and present orally information about a well-known person of the target culture.
12. demonstrate understanding of an oral presentation in the target language by taking appropriate notes, asking and answering questions, and summarizing main ideas.

### Analysis

13. identify how people in the target culture(s) celebrate important traditions, holidays, or events.
14. write a brief summary of a fictional text written in the target language and express personal feelings, emotions, or opinions relating to the text.

### Synthesis

15. collaborate in writing and acting out short skits that demonstrate appropriate language (including the use of idiomatic expressions) for a variety of contexts.
16. create and explain a visual display which illustrates the influence of the target culture(s) on the home culture.
17. participate in a conversation about current events and issues of the target culture(s).
18. collaborate in creating a class book with illustrations (photographs and/or drawings) and written descriptions, in target language, of various aspects of daily life in the target culture(s).
19. use information gained from authentic texts to develop a timeline which illustrates major contributions of the target culture(s) to the world community.
20. use information from authentic texts to write a report about events in the target culture(s).

Evaluation

21. plan and participate in a celebration or other event typical of the target culture(s).
22. exchange information with peers and adults about topics of mutual interest and share opinions about people, activities, and events.

# **ASSESSMENT**

## ASSESSMENT

One of the primary goals of assessment is to guide instructional planning. It is directly linked to decisions about the need to remediate, reinforce, or extend student learning. Intervention strategies cannot be planned until judgments have been reached about student performance, based upon a range of assessment, both formal and informal. Information gained from student assessments, both formal and informal, can be evaluated and used to develop strategies to address student needs.

Informal assessments of student performance can be done while students are engaged in learning activities. Students responses, the kinds of student inquiries, the degree of student involvement in learning activities, and even the body language of students can provide valuable information with regard to student learning. Interpreting classroom interactions as they take place is a form of subjective assessment that may cause a teacher to modify an instructional strategy or practice.

Formal types of assessment may be used after students have engaged in a variety of learning activities. The choice of assessment methods must take into account the nature of the instructional or performance objectives to be assessed. Teachers need to examine their instructional objectives carefully to determine the intended focus of each objective. For example, the focus could be on content, skill development, application, performance, or participation. Instructional objectives also can lend themselves to one or more assessment measures. These assessment measures can include oral and written performances, listening and reading comprehension tests, individual and group projects, and student portfolios.

Teachers are encouraged to be innovative in their approaches to assessment. The methods selected will depend on the nature of the foreign language topic and the academic level of the pupils. Specific examples include, but are not limited by, the following:

1. Daily written work
2. Written objective tests
3. Short-answer tests
4. Written compositions
5. Short oral responses
6. Oral presentations
7. Physical response to the language
8. Cultural projects
9. Teacher observation
10. Student observation

# **INTERVENTION**

## INTERVENTION STRATEGIES

Recognizing that alternative or supplemental action designed to remediate, reinforce, or supplement student learning relative to the specified performance objectives will sometimes be necessary, the following discussion describes suggested intervention practices. Two very important assumptions need to be considered:

- intervention must always be tied to assessment, and
- intervention is a shared responsibility by learners, educators, and parents.

These assumptions undergird any successful intervention program. The tie between intervention and assessment seems obvious. To plan and implement intervention procedures or strategies without assessment information on student performance would be illogical. The relationship between these two important concepts, however, is neither direct nor simple. A competency based program developed by individuals who understand human learning, curriculum development, and foreign languages will include intervention and assessment components which are interrelated and which build on each other. Whether the assessments are formal or informal, the results of the assessments should indicate to the teacher the type of intervention needed. This means that a single assessment is usually inadequate to indicate the need for and/or kind of intervention that should be provided. Intervention programs need to be based on the full range of assessments that are included in a district's competency based education program.

Intervention is a responsibility to be shared by educators, parents, students, and members of the community. In the broadest sense, intervention is the responsibility of all individuals who care about student achievement. Minimally, intervention should be structured through classroom, building, and district levels, as well as at home. Ideally, these structures would involve students, teachers, parents, and building and district administrators. When a student's need for intervention cannot be satisfactorily addressed by the regular classroom teacher, it will be necessary to have building and district options available. Building level options might include interclass groupings, intervention assistance teams, tutorial programs, and resource/intervention centers and teachers. District level options might include summer school programs, in-term extra hours programs, and voluntary enrichment programs. Provisions for intervention services, including adequate resources and appropriate staff development, should be made at all levels.

Types of possible intervention:

1. Teacher-student counseling
2. Reteaching to the class and individual
3. Teacher editing
4. Project re-submission
5. Individual discovery and exploration on computers
6. Peer tutoring
7. Peer collaboration
8. Instruction on study skills
9. Supplemental exercises
10. Formal reassessment

Building level:

1. Mentoring programs
2. Counseling
3. Auditing unmastered level of instruction

District level:

1. Summer school
2. After-school tutoring