



BRIDGEPORT PUBLIC SCHOOLS

Department of World Languages

**COURSE CURRICULUM – Level I
(Insert Language of Instruction)**

Department of World Languages

Mission Statement

It is our mission to develop proficiency in a World Language and appreciation of its related culture. We provide educational programs and opportunities which enable students to communicate in at least one language other than English, to understand other cultures, to make connections and comparisons with other areas of study, and to participate in multilingual communities.

Goals

- Improve the social and intellectual growth of the student
- Increase the student's understanding of how language functions
- Broaden the cultural horizons of the student
- Provide the student with additional and viable skills in the new language
- Enhance skills in the student's own language

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<p>I: BASIC CONVERSATIONS</p> <ul style="list-style-type: none"> • Greetings • Introductions • Self and Others • Farewells 	<p>VI: THE BODY</p> <ul style="list-style-type: none"> • Body Parts • Following basic commands with your body parts
<p>II: THE SCHOOL/CLASSROOM</p> <ul style="list-style-type: none"> • Subjects • Supplies 	<p>VII: FOOD</p> <ul style="list-style-type: none"> • Grocery stores • Restaurants
<p>III: SCHEDULES AND CALENDAR</p> <ul style="list-style-type: none"> • Telling time • Numbers • Days, Months • Seasons, Weather 	<p>VIII: SHOPPING</p> <ul style="list-style-type: none"> • Apparel • Books • Music • Toys • Shops
<p>IV: FAMILY</p> <ul style="list-style-type: none"> • Family Members • Countries • Places of Origin 	<p>IX: LEISURE</p> <ul style="list-style-type: none"> • Sports/Activities • Music • Vacations/Transportation
<p>V: COMMUNITY</p> <ul style="list-style-type: none"> • House (Rooms) • Places in a town • Navigating/following directions • Transportation • Occupations 	<p>APPENDICES</p> <ul style="list-style-type: none"> A- Level I Vocabulary B- Literacy Activities C- Exemplars Criteria Charts, Rubrics D- Exemplars of Student Assessments E- CAPT Support Activities F- Bibliography

I

Basic Conversations

Name, greetings, farewells and introductions

Recommended Textbook/s:

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify oneself (name, address, birthplaces, and phone numbers) • Greet and say farewell to each other • Ask and answer questions about state of being (i.e. How are you? How do you feel? Where are you from?) • Describe self and others (i.e. I am, you are) • Use the personal pronouns adequately • Identify people and objects in their environment, based 	<ul style="list-style-type: none"> • Hello/Good bye • Good morning, afternoon, evening, night • What is your name? • Nice to meet you • Where are you from” • I am from? • How are you? • Tired • Well • Bad • Happy • Sad 	<ul style="list-style-type: none"> • Teacher greets the class and introduces self • Students greet each other and introduce • Role play using vocabulary to introduce themselves and others (student generated dialogues) 	<ul style="list-style-type: none"> • Oral evaluation(s) • Teacher made tests • Student created project • Listening comprehension • Group work 	<ul style="list-style-type: none"> • Personal Pronouns • Present tense: to be to like to introduce • Gender of nouns • Singular/plural of nouns • Adjectives: gender/number agreement

on oral and written description				
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Goal 2: CULTURES - Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Comprehend short conversations among peers and familiar adults involving greetings and farewells • Comprehend the main ideas contained in videos or television related to greetings and farewells • Recognize and respond appropriately to voice inflection that indicates, for example, a question, statement or command • Identify culture and age appropriate specific rituals associated with greetings and farewells (Ex. handshakes, kissing) • Distinguish between formal and informal ways of address in greetings and farewells • Use correct register for greetings and farewells 	<ul style="list-style-type: none"> • Hello/Good bye • Good morning, afternoon, evening, night • What is your name? • Nice to meet you • Where are you from” • I am from? • How are you? • Tired • Well • Bad • Happy • Sad 	<ul style="list-style-type: none"> • Teacher will model culturally appropriate greetings, introductions and farewells • Students will role play greetings, introductions and farewells with each other • Role play will reflect various formal and informal situations • Students will view video clips demonstrating formal and informal greetings, introductions and farewells 	<ul style="list-style-type: none"> • Student role play of greetings, introductions and farewells will be evaluated for vocabulary and register • Listening test • Student reflections on videos and other demonstrations of greetings, introductions and farewells • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Personal pronouns : formal and informal pronouns • Present tense: to be to like to introduce • Gender of nouns • Singular/plural of nouns • Adjectives: gender/number agreement

CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS – Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Connect the importance of proper greetings, introductions and farewells to communicate successfully with speakers of other languages • Connect greetings, introductions and farewells with rituals that vary in meaning and significance in different cultures 	<ul style="list-style-type: none"> • Hello/Good bye • Good morning, afternoon, evening, night • What is your name? • Nice to meet you • Where are you from?’ • I am from? • How are you? • Tired • Well • Bad • Happy • Sad 	<ul style="list-style-type: none"> • Students will use different media to research and view greetings, introductions and farewells in languages and cultures other than the target language and culture 	<ul style="list-style-type: none"> • Students will present the results of their research about greetings, introductions and farewells in different languages and cultures • Teacher-made tests 	<ul style="list-style-type: none"> • Personal pronouns : formal and informal pronouns • Present tense: <ul style="list-style-type: none"> to be to like to introduce • Gender of nouns • Singular/plural of nouns • Adjectives: gender/number agreement

Goal 4: COMPARISONS – Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast ways of greetings, introducing and saying farewell in American culture with those of the target culture • Compare and contrast use of formal and informal speech in greetings, introductions and farewells in the English language and the target language 	<ul style="list-style-type: none"> • Hello/Good bye • Good morning, afternoon, evening, night • What is your name? • Nice to meet you • Where are you from?" • I am from? • How are you? • Tired • Well • Bad • Happy • Sad 	<ul style="list-style-type: none"> • Students will view video clips demonstrating formal and informal greetings, introductions and farewells in the target language • Students will discuss greetings, introductions and farewells in American culture and compare / contrast with target culture 	<ul style="list-style-type: none"> • Students will write reflections comparing greetings, introductions and farewell practices in American culture with those of the target culture • Teacher- made tests 	<ul style="list-style-type: none"> • Personal pronouns : formal and informal pronouns • Present tense: to be to like to introduce • Gender of nouns • Singular/plural of nouns • Adjectives: gender/number agreement

Goal 5: COMMUNITIES -participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their knowledge of greetings, introductions and farewells in the target language to establish contact with speakers of the target language within the school setting. • Use their knowledge of greetings, introductions and farewells to establish basic communication with speakers of the target language within the local community 	<ul style="list-style-type: none"> • Hello/Good bye • Good morning, afternoon, evening, night • What is your name? • Nice to meet you • Where are you from?" • I am from? • How are you? • Tired • Well • Bad • Happy • Sad 	<ul style="list-style-type: none"> • Teacher will team with colleagues to facilitate opportunities for students to meet students who are speakers of the target language (if present in the school) and engage in basic greetings, introductions and farewells. • Students will be encouraged to use their basic skills in greetings and farewells with neighbors who speak the target language 	<ul style="list-style-type: none"> • Teacher observations of students interacting with students who are speakers of the target language • Self-reporting by students of interaction with speakers of the target language outside the school setting 	<ul style="list-style-type: none"> • Personal pronouns : formal and informal pronouns • Present tense: to be to like to introduce • Gender of nouns • Singular/plural of nouns • Adjectives: gender/number agreement

II

The School/Classroom

Subjects/Supplies

Recommended Textbook/s:

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • List Subjects studied daily in oral/written statements. • Discuss likes/Dislikes in each subject. • Identify each teacher according to the subject area. • Identify supplies needed for each course in oral/written statements. • Identify the location of each class in the school building. • Identify local vendors in the 	<ul style="list-style-type: none"> • Primary colors: red, white, blue, yellow, green, purple, orange, pink • Desk (student) • Desk (teacher) • Chair • Board • Pencil • Pen • Notebook • Binder 	<ul style="list-style-type: none"> • Teacher describes his/her daily teaching schedule in target language. • Individual students present their daily schedule(s) to the class. • Students write a dialogue with a partner and 	<ul style="list-style-type: none"> • Oral evaluation • Teacher –made tests and quizzes. • Student created projects • Listening comprehension tasks. • Pair/Group work. 	<ul style="list-style-type: none"> • There is/There are (and negatives) • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine

<p>community offering needed school supplies.</p> <ul style="list-style-type: none"> • List possible careers related to courses studied in school. • Describe their classroom and the classroom objects found in it. 	<ul style="list-style-type: none"> • Chalk • Marker(s) • Eraser • Student • Flag • Book • Window • Door • Electric outlet • Computer • Printer • Paper • Homework • Lights • Wall • Wastebasket • Clock • Book bag • Map • Telephone • Bookcase • Cabinets • Open • Close • Write • Sit • Rise • Stapler • Sharpener 	<p>role-play and present it to their peers.</p> <ul style="list-style-type: none"> • Students will make a poster that identifies/list, with corresponding pictures, the contents of their backpack/book bag. 		<p>adjectives (colors)</p> <ul style="list-style-type: none"> • Noun and adjective agreement • Position of adjectives in sentences • Prepositions • Present tense of to be, to study, to go, to like, to want • Recognize and respond to commands • Exposure to past and future tenses of regular verbs
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare/contrast daily school schedules in the U. S. and in target language countries • Identify differences and similarities between U. S. school calendars and school calendars in target language countries • Compare and contrast seasons of the school year in the U. S. and in target language countries • Compare school practices in the U. S. with practices in target language countries – such as providing books vs. buying books, dress codes, public vs. private schools 	<ul style="list-style-type: none"> • Months of the year • Days of the week • Seasons of the year • School holidays • Cold • Hot • Cloudy • Rainy • Windy • Snowy • Sunny • Sun • Rain • Snow 	<ul style="list-style-type: none"> • Teacher displays a typical calendar/schedule used in target language countries • Students will observe/ discuss apparent differences and similarities in the target language school calendars • Students will answer teacher prepared questions to elicit obvious differences between cultures. • Students will investigate schools in target language countries and report their findings 	<ul style="list-style-type: none"> • Oral evaluation • Teacher –made tests and quizzes. • Student created projects • Listening comprehension tasks. • Pair/Group work 	<ul style="list-style-type: none"> • There is/there are • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine in adjectives (colors) • Noun and adjective agreement. • Position of adjectives in sentences • Prepositions, Present tense of to study, to go, to be, to like, etc.

CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Create a class schedule that mirrors a class schedule in a target language country • Identify all target language countries in a map • Identify seasonal differences between the U. S. and target language countries • Identify seasonal school holidays in the U. S. and target language countries 	<ul style="list-style-type: none"> • Primary colors: red, white, blue, yellow, green, purple, orange, pink • Desk (student) • Desk (teacher) • Chair • Board • Pencil • Pen • Notebook • Binder • Chalk • Marker(s) • Eraser • Student • Flag • Book • Window • Door 	<ul style="list-style-type: none"> • Study a typical school schedule in a target language country • Create a personal school schedule that mirrors schedule in target language country • Students will use internet resources to do a research project on the internet identifying countries that 	<ul style="list-style-type: none"> • Oral evaluation • Teacher –made tests and quizzes. • Student created projects • Listening comprehension tasks. • Pair/Group work 	<ul style="list-style-type: none"> • There is / there are • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine in adjectives (colors) • Noun and adjective agreement. • Position of adjectives in sentences

	<ul style="list-style-type: none"> • Electric outlet • Computer • Printer • Paper • Homework • Lights • Wall • Wastebasket • Clock • Book bag • Map • Telephone • Bookcase • Cabinets • Open • Close • Write • Sit • Rise • Stapler • Sharpener 	<p>have reversed seasons to U.S.A.</p>		<ul style="list-style-type: none"> • Prepositions • Present tense of to study, to go , to be, to like, to want • Exposure to past and future tenses of regular verbs
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify cognates and false cognates related to education • Compare/contrast daily school schedules in U.S.A vs. target language countries • Identify differences that exist between an American school calendar and a school calendar in a target language country. • Compare and contrast seasons of the year in U.S.A vs. target language countries • Investigate expected student behaviors in school in target language countries and compare with student behaviors in schools in the U. S. 	<ul style="list-style-type: none"> • University • Professor • Teacher • Academic • High school • Elementary school • Success • Academic • Primary colors: red, white, blue, yellow, green, purple, orange, pink • Desk (student) • Desk (teacher) • Chair • Board • Pencil • Pen • Notebook 	<ul style="list-style-type: none"> • Teacher displays a typical calendar/schedule used in a target language school. • Students will observe/ discuss apparent differences re: calendar/schedule • Students will answer teacher prepared questions that focus on cultural differences between schools in target language countries and U. S. schools 	<ul style="list-style-type: none"> • Oral evaluation • Teacher assessments (tests and quizzes) • Student created projects • Listening comprehension tasks. • Pair/Group work 	<ul style="list-style-type: none"> • There is / there are • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine in adjectives (colors) • Noun and adjective agreement. • Position of adjectives in sentences • Prepositions

	<ul style="list-style-type: none"> • Binder • Chalk • Marker(s) • Eraser • Student • Flag • Book • Window • Door • Electric outlet • Computer • Printer • Paper • Homework • Lights • Wall • Wastebasket • Clock • Book bag • Map • Telephone • Bookcase • Cabinets • Open • Close • Write • Sit • Rise • Stapler • Sharpener 			<ul style="list-style-type: none"> • Present tense of to study, to go , to be, to like, to want • Exposure to past and future tenses of regular verbs
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their knowledge of education in target language countries to establish contact with speakers of the target language within the school setting and discuss school experiences. • Use their knowledge of education in target language countries to establish basic communication with speakers of the target language within the local community and discuss school experiences • Use their knowledge of the target language to write a letter to a pen pal in a target language country describing their schedules and school 	<ul style="list-style-type: none"> • Primary colors: red, white, blue, yellow, green, purple, orange, pink • Desk (student) • Desk (teacher) • Chair • Board • Pencil • Pen • Notebook • Binder • Chalk • Marker(s) • Eraser • Student • Flag • Book • Window • Door • Electric outlet • Computer • Printer 	<ul style="list-style-type: none"> • Teacher will team with colleagues to facilitate opportunities for students to meet students who are speakers of the target language (if present in the school) and engage in basic conversations about schools • Students will be encouraged to use their basic skills to talk about school with neighbors who speak the 	<ul style="list-style-type: none"> • Teacher observations of students interacting with students who are speakers of the target language • Self reporting by students of interactions with speakers of the target language outside the school setting • Writing a letter to a student in a target language country describing the school and schedule 	<ul style="list-style-type: none"> • There is / there are • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine in adjectives (colors) • Noun and adjective agreement. • Position of adjectives in sentences • Prepositions • Present tense of to study, to go ,

	<ul style="list-style-type: none"> • Paper • Homework • Lights • Wall • Wastebasket • Clock • Book bag • Map • Telephone • Bookcase • Cabinets • Open • Close • Write • Sit • Rise • Stapler • Sharpener 	<p>target language</p> <ul style="list-style-type: none"> • Teacher will organize exchange of letters with another school in a target language country 		<p>to be, to like, to want</p> <ul style="list-style-type: none"> • Exposure to past and future tenses of regular verbs
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III Schedules and Calendar

Numbers, Telling Time, Days, Months, Seasons, Weather

Recommended Textbook/s:

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will be able to...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Count from 1 – 100 • Use ordinal numbers from 1st – 10th • Tell time • Ask and answer questions about daily routines and schedules and what they do at certain times of the day • Describe what they do in the course of a typical day • Use ordinal numbers to say what they are going to do or what they did • Identify the days of the week • Identify the days of the 	<ul style="list-style-type: none"> • Cardinal numbers 1 – 100 • Ordinal numbers 1st – 10th • The days of the week • The days of the month • Weather-related adjectives: warm, hot, cool, cold, windy, fine, rainy, snow • When, what, who, where, how • Action verbs 	<ul style="list-style-type: none"> • Teacher introduces numbers • Students count different objects in the classroom and in the school to practice using numbers • Teacher explains formation of ordinal numbers in target language 	<ul style="list-style-type: none"> • Oral presentations by students about their partner’s schedules • Calendars and weather charts prepared by groups or pairs of students • Role playing of telling one’s schedule • Word quiz • Teacher-made tests 	<ul style="list-style-type: none"> • Is, am, are • Action verbs/ do, play, go, come, etc • Adjectives • Verbs describing annual events and daily activities • Special nouns related to holidays, annual events, and weather • Exposure to past and future tenses of regular verbs

<p>month</p> <ul style="list-style-type: none"> • Identify the names of the seasons, and adjectives and the nouns related to the calendar • Identify the nouns related to the calendar • Ask and answer the questions related to the calendar and the weather • Say what they do and when 	<p>such as do, like, is, etc</p> <ul style="list-style-type: none"> • Daily activities such as to get up, to dress, to eat breakfast, to study, to sleep, etc. 	<ul style="list-style-type: none"> • Students work with partners to interview each other and decide the order in which they will do certain tasks during the day. • Teacher introduces time expressions in the target language • Students work with partners to learn about each others class schedules • Teacher introduces calendar of the target language • Teacher introduces a calendar-related vocabulary with visual aids and charts • Students work with partners to learn about each others 		
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		<p>schedules for the week, the month.</p> <ul style="list-style-type: none">• Students work in groups to create school calendar in the target language highlighting school events• Teacher introduces season/weather related vocabulary• Students work with partners to determine each other's favorite season and type of weather• Teacher brings video-taped weather report of the target language country		
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify differences between ways of telling time in the target culture and in the U. S. • Identify differences between eating schedules in target culture countries and in the U. S. • Identify differences in school schedules between target culture countries and the U. S. • Identify differences between the American calendar and the calendar in the target language • Identify differences and similarities between attitudes towards different weather events in target language countries and in the U. S. • Identify annual celebrations in the target language culture/country • Learn songs related to seasons and annual events 	<ul style="list-style-type: none"> • Cardinal numbers 1 – 100 • Ordinal numbers 1st – 10th • The days of the week • The days of the month • Weather-related adjectives: warm, hot, cool, cold, windy, fine, rainy, snow • When, what, who, where, how • Action verbs such as do, like, is, etc • Daily activities such as to get up, to dress, to eat breakfast, to study, to sleep, etc. 	<ul style="list-style-type: none"> • Teacher invites speakers from target language countries to share their typical day and school schedule • Students research attitudes towards time and schedules in the target language culture using a variety of media and individual informants from the target language culture • Students research typical school schedules in target 	<ul style="list-style-type: none"> • Teacher guided discussion on different events and activities • Students’ oral presentations of the results of their research on cultural content related to time, schedules, and holiday celebrations • Students write short papers summarizing what they learned through their research • Students learn the words of the songs and/or poems of seasons and annual events, and sing or recite in the class 	<ul style="list-style-type: none"> • Is, am, are • Action verbs/ do, play, go, come, etc • Adjectives • Verbs describing annual events and daily activities • Special nouns related to holidays, annual events, and weather • Exposure to past and future tenses of regular verbs

		<p>language countries and compare with their school schedule using a variety of media and individual informants</p> <ul style="list-style-type: none">• Teacher introduces annual events and holidays celebrated in the target language countries• Students research the meaning and traditions related to seasonal holidays celebrated in target language countries using a variety of media• Teacher introduces the songs and/or poems related to seasons		
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify different ways of telling time and different attitudes towards the use and meaning of time • Identify the seasonal differences in different areas of the world • Learn which annual events are based on what cultural and social aspects of the target language country 	<ul style="list-style-type: none"> • Cardinal numbers 1 – 100 • Ordinal numbers 1st – 10th • The days of the week • The days of the month • Weather-related adjectives: warm, hot, cool, cold, windy, fine, rainy, snow • When, what, who, where, how • Action verbs such as do, like, is, etc • Daily activities such as to get up, to dress, to eat breakfast, to study, to sleep, etc. 	<ul style="list-style-type: none"> • Teacher introduces different weather charts from different areas of the world • Teacher invites a local weather forecaster to discuss weather events and their impact the way people live • Student research current weather events in target language countries and the impact they have on the people living in the country • Teacher introduces the 	<ul style="list-style-type: none"> • Students’ oral presentations of the results of their research about calendar, annual events, and weather • Students’ oral or written presentations present about the result of their research about the history of the target language country regarding cultural and social aspects of annual holiday celebrations • Teacher-made tests 	<ul style="list-style-type: none"> • Is, am, are • Action verbs/ do, play, go, come, etc • Adjectives • Verbs describing annual events and daily activities • Special nouns related to holidays, annual events, and weather • Exposure to past and future tenses of regular verbs

		<p>history of the target language country using a variety of media such as videos, music, visual arts</p> <ul style="list-style-type: none">• Students research cultural and social aspects of annual holiday celebrations in target language countries using a variety of media		
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast their typical day schedule to the typical schedule of a peer in a target language country • Compare and contrast their school schedule to a school schedule in a target language country • Compare and contrast the calendar/customs of the target language country • Compare the weather of the target language country with local weather • Compare and contrast different annual celebrations in the U. S. and a target language country • Compare and contrast the differences between the origins of annual celebrations in the U. S. and celebrations in a target language country 	<ul style="list-style-type: none"> • Cardinal numbers 1 – 100 • Ordinal numbers 1st – 10th • The days of the week • The days of the month • Weather-related adjectives: warm, hot, cool, cold, windy, fine, rainy, snow • When, what, who, where, how • Action verbs such as do, like, is, etc • Daily activities such as to get up, to dress, to eat breakfast, to study, to sleep, etc. 	<ul style="list-style-type: none"> • Students research typical school schedules in target language countries and compare with their school schedule using a variety of media and individual informants • Student research current weather events in a target language country and compare it with current local weather • Students 	<ul style="list-style-type: none"> • Students will prepare and perform dialogues asking each other about school calendars and schedules in the U. S. and in target language countries • Students will present the results of their research and comparisons of current weather events in a target language country with current local weather • Students will present the result of their research on the 	<ul style="list-style-type: none"> • Is, am, are • Action verbs/ do, play, go, come, etc • Adjectives • Verbs describing annual events and daily activities • Special nouns related to holidays, annual events, and weather • Exposure to past and future tenses of regular verbs

		research cultural and social aspects of annual holiday celebrations in target language countries using a variety of media	origins of American annual events and that of target language country <ul style="list-style-type: none">• Students' oral or written reflections on the similarities and/or differences between the origins or annual celebrations in the U. S. and celebrations in a target language country• Teacher made tests and quizzes	
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their knowledge of numbers, time and calendars to exchange information about time and school events with speakers of the target language in their school (if present). • Use their knowledge of calendars and holidays to correspond with pen-pals in a target language country, describe their school calendars and holidays, and ask questions from their pen-pals 	<ul style="list-style-type: none"> • Cardinal numbers 1 – 100 • Ordinal numbers 1st – 10th • The days of the week • The days of the month • Weather-related adjectives: warm, hot, cool, cold, windy, fine, rainy, snow • When, what, who, where, how • Action verbs such as do, like, is, etc • Daily activities such as to get up, to dress, to eat breakfast, to study, to sleep, etc. 	<ul style="list-style-type: none"> • Teacher will team with colleagues to facilitate opportunities for students to meet students who are speakers of the target language (if present in the school) and engage in basic conversations about school schedules, calendars and events. • Teacher will organize exchange of letters with another school in a target language country. 	<ul style="list-style-type: none"> • Teacher observations of students interacting with students who are speakers of the target language • Writing a letter to a student in a target language country describing school schedules, calendar and holidays. 	<ul style="list-style-type: none"> • Is, am, are • Action verbs/ do, play, go, come, etc • Adjectives • Verbs describing annual events and daily activities • Special nouns related to holidays, annual events, and weather • Exposure to past and future tenses of regular verbs

IV Family

Family, Countries, Places of Origin

Recommended Textbook/s:

CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will be able to...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify family members • Introduce family members • Describe the relationship of family members • Organize a family tree showing relationships between members • Express and compare the ages of various family members (e.g. youngest, oldest, etc.) • Describe physical characteristics of family 	<ul style="list-style-type: none"> • the family • father, mother, sister, brother, son , daughter, husband, wife • aunt, uncle, cousin (f.), cousin (m) • grand father, grand mother, grand son, grand daughter • the numbers 1- 	<ul style="list-style-type: none"> • introduce yourself and others by name • Introduce the family members • state who are the member of the family in relation to you and others • Student will tell class how 	<ul style="list-style-type: none"> • Oral evaluation (speaking) • listening comprehension • project (family tree) • Write about the family and the members (written) • test on family relationship 	<ul style="list-style-type: none"> • the verb to” be”, “to have”: • affirmative & negative • the definite article • possessive adjective • the preposition “of” • Exposure to past and future tenses of regular verbs

<p>members (e.g. tall, short)</p>	<p>100</p> <ul style="list-style-type: none"> • introduce self and others 	<p>many members in the family</p> <ul style="list-style-type: none"> • how many bothers, sisters, aunts, uncles, cousins, grand parents, • grand father, grand mother • Identify self in relation to others (guessing games) ex. who is the daughter of my mother? My sister • Bring pictures and mount them on family tree 	<ul style="list-style-type: none"> • coop learning 	
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Discuss and describe the roles and responsibilities of family members in the U.S. versus the target language countries • Discuss and describe the educational system in the target language countries and the U. S. 	<ul style="list-style-type: none"> • Professions and trades • Full-time/part-time jobs • Activities after school/after work • National examinations • Centralization of education • Course requirements :academics, arts (elective courses) • Work and school schedule • Chores at home: errands, grocery shopping, paying bills, etc. • Food (meals) • Vacation, travels • family size and relationship between family members 	<ul style="list-style-type: none"> • Differentiate between compulsory and post high school education including exam requirements • Explain some of the foods eaten for breakfast, lunch, dinner • Present the schedule and the food eaten in different cultures • Discuss travels, vacation: when, where, why • Present the interactions between family members 	<ul style="list-style-type: none"> • Students will be able to name professions • State who works full-time, part-time • Name activities, hobbies, sports that family members do together or individually • Oral presentations • Research topics such as professions, geography, foods/meals, holiday activities • Oral and written exams. On topics studied • Projects to map out professions and 	<ul style="list-style-type: none"> • Verbs: to be, to have, to go, to come, to know, to work, to travel, to eat, to study, to compare, to listen, to prepare • Prepositions: of, from, at, to, in • Idiomatic expressions: there is, there isn't • Exposure to past and future tenses of regular verbs

	<ul style="list-style-type: none"> • Role of education • Customs • Standard of living (income) • Music: lyrics, instruments 	<ul style="list-style-type: none"> • Highlight special holidays and special dishes • Research cost of living between countries-including professions • Listen to different types of music and name musical instruments 	<p>geographical elements on the target countries</p> <ul style="list-style-type: none"> • Group work (coop) on research topics 	
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Discuss and present updated information on target language countries based family income, educational levels, rate of employment, etc. • Prepare chart or graph identifying geographic areas in the world where there are populations that speak the target language • Students will compare and contrast different systems of government between U.S. and target country 	<ul style="list-style-type: none"> • Similarities and differences between cultures: family, education, vocations • Elections, voting process, • Roles of important political figures • Compulsory education • Need for post high school studies • Options for study and work 	<ul style="list-style-type: none"> • Comparative readings in textbook, newspaper articles and audio-visual sources • Research for updated information on education, jobs, careers • Teacher shows video presentations • Teacher invites guest speakers from different countries • Student visits tomuseums/cultural/artistic/ 	<ul style="list-style-type: none"> • Oral presentations • Oral reading • Cooperative groups to answer and discuss questions on related topics • Artistic projects like posters to present similarities found • Writing paragraphs 	<ul style="list-style-type: none"> • Comparative: more than, less than, as much as • Adjectives • Verb study: to be, to have, to do/to make • Idiomatic expressions: there is there isn't • Exposure to past and future tenses of regular verbs

		<ul style="list-style-type: none">• theatre productions		
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast a typical family in target language countries with a typical family in the U. S. • Compare and contrast the family’s involvement with schools in the target language countries and in the U. S. • Compare and contrast use of formal and informal language within the family in target language countries and in the U. S. 	<ul style="list-style-type: none"> • Father, mother, sister, brother, son , daughter, husband, wife • Aunt, uncle, cousin (f.), cousin (m) • Grand father, grand mother, grand son, grand daughter • Family size and relationship between family members • Role of education • Customs 	<ul style="list-style-type: none"> • Students will use a variety of media to research family composition and life in target language countries • Students will investigate and discuss the family’s involvement with schools in target language countries • Teacher will use a variety of media, including movies, to introduce 	<ul style="list-style-type: none"> • Student oral and written presentations comparing and contrasting family life in target language countries and in the U. S. • Student written reflections on movies or other audiovisual presentations about families and the use of formal and informal language in target language countries • Group enactment of dialogues and skits written by 	<ul style="list-style-type: none"> • Verbs: to go, to come, to know, to work, to travel, to eat, to study, to compare, to listen, to prepare • Prepositions: of, from, at, to, in • Adjectives • Comparatives • Idiomatic expressions: there is, there isn’t • Exposure to past and future tenses of regular verbs

		<p>students to the use of formal and informal language expression with the family in target language countries</p> <ul style="list-style-type: none">• Working in groups students will write skits comparing families in target language countries with families in the U. S.	<p>students comparing families in target language countries with families in the U. S., including proper use of formal and informal language</p> <ul style="list-style-type: none">• Teacher assessments (tests, quizzes)	
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their knowledge of family-related vocabulary to communicate with speakers of the target language within the school environment (if present in school) • Use their knowledge of family-related vocabulary to communicate with speakers of the target language within the local community • Use their knowledge of family related vocabulary to describe their family to pen-pals in target language countries and to ask questions 	<ul style="list-style-type: none"> • Father, mother, sister, brother, son , daughter, husband, wife • Aunt, uncle, cousin (f.), cousin (m) • Grand father, grand mother, grand son, grand daughter • Family size and relationship between family members • Role of education • Customs 	<ul style="list-style-type: none"> • Teacher will team up with colleagues to facilitate opportunities for students to meet students who are speakers of the target language (if present in school) and engage in mutually informative discussions about families and family life. • Students will be encouraged to use their knowledge of family-related vocabulary to communicate with neighbors who speak the target language and ask questions. • Teacher will organize exchange of letters with 	<ul style="list-style-type: none"> • Teacher observations of students interacting with students who are speakers of the target language • Self-reporting by students of interactions with speakers of the target language outside the school setting • Writing a letter to a student in a target language country describing family and asking questions 	<ul style="list-style-type: none"> • Verbs: to go, to come, to know, to work, to travel, to eat, to study, to compare, to listen, to prepare • Prepositions: of, from, at, to, in • Adjectives • Comparatives • Idiomatic expressions: there is, there isn't • Exposure to past and future tenses of regular verbs

		another school in a target language country		
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V

Community

House (Rooms), Places in a town, Navigating/following directions, Transportation

Recommended Textbook/s:

CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will be able to...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> Identify rooms found in a house Describe a household in the target language both orally and in writing Identify items found in different rooms in a house Use vocabulary and expressions to communicate in the target language Identify places in the city 	<ul style="list-style-type: none"> Bathroom, living room, kitchen, dining room, attic, basement, patio, roof Dresser, bed, rug, mirror, chimney, curtain, picture Television, couch, table, chairs, 	<ul style="list-style-type: none"> TPR (Total Physical Response) Activities Students create house floor plan and label rooms Describe your own house or apartment using nouns 	<ul style="list-style-type: none"> Oral assessments Written responses Class presentations Listening comprehension Project based assessments Cooperative learning 	<ul style="list-style-type: none"> Vocabulary words Regular present tense verbs Commands Simple expressions, Nouns, pronouns, adjectives, prepositions, conjunctions

<p>to determine location of services, entertainment, government, etc.</p> <ul style="list-style-type: none"> • Learn vocabulary words related to locations already identified in the city • Discuss what is sold in specific stores • Send someone to a specific destination • Ask and give directions. • Learn vocabulary words related to transportation and discuss where to go and how to get there • Practice reading and writing skills in the target language 	<ul style="list-style-type: none"> • Kitchen counter, stove, dishwasher, refrigerator, blender, oven, microwave oven, plates, forks, spoons, napkins, knives, cups, glasses, coffeemaker. • Cathedral, monument, building, apartment, candy shop, flower shop, butcher shop, dairy store, hat store, corner store, display window, post office, shoe store, restaurant, bridge, highway, ice cream shop • Bus, car, train, subway, bicycle, motorcycle, metro, taxi, horse, by foot, boat, plane. 	<p>and adjectives</p> <ul style="list-style-type: none"> • Write about buying items you would like to purchase for your house or apartment using vocabulary learned • Students describe orally or in writing household members completing chores including themselves • Students create schematic map of the city and label different sections (e.g. stores, supermarkets, city hall, parks, monuments, etc.) • Students write a one or two paragraph description of an area of the city they like, 	<p>activities</p> <ul style="list-style-type: none"> • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Exposure to past and future tenses of regular verbs
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		<p>or they live in</p> <ul style="list-style-type: none">• Students will follow oral or written directions to go from point A to point B and trace the route on a city street map• Students will trace a route between two points on a city street map and they will then compare their maps to determine the strategies used to arrive at the destination• Students will write sentences using expression of directions• Students will create a tour brochure of the city using three modes of transportation (e. g. car, bus tour, boat tour)		
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Learn basic facts about target language countries (e.g. geographical location, language, population, capital, type of government, etc.) • Identify places of interest in target language countries • Distinguish the differences in urban design in the target language countries 	<ul style="list-style-type: none"> • Cathedral, monument, building, apartment, candy shop, flower shop, butcher shop, dairy store, hat store, corner store, display window, post office, shoe store, restaurant, bridge, highway, ice cream shop • Bus, car, train, subway, bicycle, motorcycle, metro, taxi, horse, by foot, boat, plane. • Volcanoes, rainforest, museums, pyramids, rivers, lakes, animals, transportation, communication, national resources, weather, industry, agriculture, festivals, recreation, 	<ul style="list-style-type: none"> • Students will use a variety of media to research basic facts about target language countries • Students will locate in a map places of interest in the target language countries • Students will prepare a list of places of interest in the target language countries • Students will visit travel related sites to compile important facts about the 	<ul style="list-style-type: none"> • Project based assessments • Listening comprehension • Cooperative learning activities • Oral assessments • Writing responses. • Class presentations • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Vocabulary words • Regular present tense verbs • Commands • Simple expressions, • Nouns, pronouns, adjectives, prepositions, conjunctions • Exposure to past and future tenses of regular verbs

	holidays, traditional dishes, form of government, industry, education arts, crafts	target language countries <ul style="list-style-type: none">• Students will investigate major modes of transportation in target language countries• Visit a museum or attend a concert to experience visual or performing arts work from the target language countries		
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Apply their math skills to prepare a table of the following: population statistics, import and export statistics, etc. in the target countries • Compare and contrast the organization of the government in a selected target language country with the organization of the U. S. government • Investigate the origins of the population in geographic areas representing the target language countries (e. g. The French-speaking Caribbean, the Spanish-speaking Caribbean, etc.) • Study biographies of famous visual and performing artists from the target language countries 	<ul style="list-style-type: none"> • Name of a continent, countries, capitals, and geographic features • Industry, economy, forms of government, currency • Name of national holidays and their dates • Names of traditional art and sites of historic places • Names of traditional music, songs and dances • Names of some singers well known in the music field of specific countries 	<ul style="list-style-type: none"> • Students will work in cooperative groups to prepare tables of different aspects studied of target language countries • Students will construct chart or other graphic organizer to compare government organization in a target language country and the U. S. • Students will prepare a 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Listening comprehension • Project based assessments • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Vocabulary words • Regular present tense verbs • Commands • Simple expressions, • Nouns, pronouns, adjectives, prepositions, conjunctions • Regular past tense verbs • Demonstrative pronouns • Possessive pronouns • Exposure to past and future tenses of regular verbs

		<p>chart to indicate the origins of the population in the target language countries and compare to the origins of the U. S. population</p> <ul style="list-style-type: none">• Students will use a variety of media sources to gather information about visual and performing artists from target language countries and will write brief reports		
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast urban dwellings (i. e. housing) in target language countries vs. urban dwellings in the U. S. • Compare and contrast communication styles, such as voice volume and gestures, used in different spaces (e. g. schools, restaurants, meetings, parks, stores, street) in target language countries vs. the U. S. 	<ul style="list-style-type: none"> • Descriptive vocabulary related to housing • Greetings, directions • Vocabulary that may be useful in a variety of settings 	<ul style="list-style-type: none"> • Students will research urban dwellings (i. e. housing) in target language countries using a variety of media • Students will work cooperatively to develop a presentation comparing and contrasting urban dwellings in target language countries with urban dwellings in the U. S. • Teacher will use a variety of media (video clips, movies, pictures, etc.) to 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Vocabulary words • Regular present tense verbs • Commands • Simple expressions, • Nouns, pronouns, adjectives, prepositions, conjunctions • Regular past tense verbs • Demonstrative pronouns • Possessive pronouns • Exposure to past and future tenses of regular verbs

		<p>introduce communication styles, such as voice volume and gestures used in a variety of spaces in target language countries</p> <ul style="list-style-type: none">• Students will investigate specific communication styles using a variety of media• Students will work in pairs or in groups to create skits comparing and contrasting communication styles in target language countries vs. the U. S.		
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Engage in conversation with students who are speakers of the target language (if present in the school) and discuss topics related to housing, directions for going to a specific place, etc. • Write to a pen-pal describing their community and asking questions about their pen-pals communities • Read target language newspapers and or view and listen to broadcasts and identify vocabulary related to housing and community events 	<ul style="list-style-type: none"> • Vocabulary that relates to news, weather, special events • Vocabulary related to various dishes that students could identify in a particular national dish in the target language • Vocabulary that students can use when visiting a community center such as greetings, goodbyes, basic conversation words and expressions 	<ul style="list-style-type: none"> • Students will work in cooperative groups to research television networks in the target language to: 1) to identify the name of each network and how many programs are offered, 2) one student in each group should view a show and report to the group details of the show, 3) each group will report to the class the results of their research • Students will obtain authentic newspaper articles in print or via the internet to share with the class for 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Vocabulary words • Regular present tense verbs • Commands • Simple expressions, • Nouns, pronouns, adjectives, prepositions, conjunctions • Regular past tense verbs • Demonstrative pronouns • Possessive pronouns • Exposure to past and future tenses of regular verbs

		<p>discussion</p> <ul style="list-style-type: none">• Teacher will team with colleagues to facilitate meetings with students who are speakers of the target language (if present in the school) for discussion of various topics		
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VI The Body

Recommended Textbook/s:

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment	Structures
<ul style="list-style-type: none"> • Identify human body parts both orally and in writing • Describe oneself and another person by using adjectives, colors and body parts • Write a 8-10 sentences paragraph to describe self and family to a pen pal 	<ul style="list-style-type: none"> • Eyebrow/s • Eye/s • Nose • Mouth • Head • Hair • Ear/s • Face • Body • Arms • Hand/s • Fingers • Stomach • Belly • Foot/feet • Toes • Leg/s 	<ul style="list-style-type: none"> • The teacher will introduce vocabulary for body parts using diagrams, slides and/or charts. • TPR – teacher will model gesturing to identify body parts. Students will do the action based on teacher’s command • Students will draw a person using colors to represent different body parts. Then label the body parts • Students will assign a name to the person in the drawing and write a description of the person 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • There is / there are • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine in adjectives (colors) • Noun and adjective

	<ul style="list-style-type: none"> • Fat • Skinny • Forehead • Cheeks • Jaw • Teeth • Tongue • Nails • Thumb • Wrist • Chest • Back • Neck • Elbow 	<p>they draw, including age, nationality, hair color, tall/short, skinny/fat</p>		<p>agreement.</p> <ul style="list-style-type: none"> • Position of adjectives in sentences • Present tense of to have, to be
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Goal 2: CULTURES - Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment	Structures
<ul style="list-style-type: none"> • Students will recognize characteristic gestures in the target language and culture and their meaning, such as hand shakes, kissing, embracing, hand signals • Students will understand and be able to use target language body language appropriately in context 	<ul style="list-style-type: none"> • Eyebrow/s • Eye/s • Nose • Mouth • Head • Hair • Ear/s • Face • Body • Arms • Hand/s • Fingers • Stomach • Belly • Foot/feet • Toes • Leg/s • Fat • Skinny • Forehead • Cheeks • Jaw • Teeth • Tongue • Nails • Thumb • Wrist 	<ul style="list-style-type: none"> • Teacher will introduce culturally appropriate body gestures in the target language/culture and will model • Students will view videos demonstration examples of culturally appropriate gestures • Students will model culturally appropriate body language • Students will communicate with a partner using culturally appropriate body language. Partners will guess what they are trying to say using only body language 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Culturally appropriate gestures

	<ul style="list-style-type: none">• Chest• Back• Neck• Elbow			
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS – Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use math skills to create a chart giving average height and weights for the class • Use knowledge of geography and math skills to identify and chart height and weight characteristics of the people in the target culture 	<ul style="list-style-type: none"> • Supplement body parts vocabulary as needed 	<ul style="list-style-type: none"> • Students will measure height & weight of classmates to create chart giving heights & weights of class • Students will research using internet & print resources height & weight characteristics of target culture population 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Numbers • Present tense of verb “to be” • Height • Weight

Goal 4: COMPARISONS – Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare attitudes towards different parts of the body between the target culture and U. S. culture – example, hair color, foot size, etc. • Compare height and weight difference between people from the target culture and people in the U. S. • Compare and contrast use gestures in the target culture and the U. S. 	<ul style="list-style-type: none"> • Eyebrow/s • Eye/s • Nose • Mouth • Head • Hair • Ear/s • Face • Body • Arms • Hand/s • Fingers • Stomach • Belly • Foot/feet • Toes • Leg/s • Fat • Skinny • Forehead 	<ul style="list-style-type: none"> • Students will investigate attitudes towards parts of the body in the target culture and compare to U. S. culture. • Students will investigate body weight and height characteristics in the target culture • Students will investigate and analyze different body gestures and 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • There is / there are • Definite and indefinite articles. • Singular and Plural of articles, adjectives and nouns. • Masculine and feminine in adjectives (colors) • Noun and adjective agreement. • Position of adjectives in sentences • Present tense of

	<ul style="list-style-type: none"> • Cheeks • Jaw • Teeth • Tongue • Nails • Thumb • Wrist • Chest • Back • Neck • Elbow 	<p>their meaning and use in the target culture.</p> <ul style="list-style-type: none"> • Students will use a variety of media to conduct their investigations – interviews, internet, magazine articles, books 		<p>to have, to be</p> <ul style="list-style-type: none"> • Culturally appropriate gestures • Exposure to past and future tenses of regular verbs
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Goal 5: COMMUNITIES – participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Discuss physical characteristics such as height and weight with other students from the target language (if present in the school) or with members of the target language community • Express physical discomfort if they need to see a doctor in a target language country 	<ul style="list-style-type: none"> • body parts • pain • fever • sneeze • diarrhea • throw up • broken bone (fracture) • cuts • bruises • headache • I feel sick • I feel dizzy • I have a cough • I have a sore throat 	<ul style="list-style-type: none"> • Students will use knowledge of body parts create dialogues describing their physical profile • Teacher will introduce expressions such as “I feel sick”, “I feel dizzy”, etc. • Students will practice using expressions to indicate illness in pairs and groups 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Expressions such as: I feel sick, I feel dizzy, I have a cough, I have a sore throat, I think I broke my leg. • Body parts • Verbs • Adjectives such as tall, short, big, bad, high, terrible, sore

VII Food

Grocery Stores, Restaurants, Mealtime

Recommended Textbook/s:

CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will be able to...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Name the various food groups • Identify the different food stores (e.g. markets, bakeries, butcher shops..) • List favorite and least favorite foods • Ask and answer questions related to buying, ordering and paying for food 	<ul style="list-style-type: none"> • markets • grocery stores • bakeries • butcher shops • restaurant • waitress/waiter • food • appetizers • entrees • desserts • drinks • utensils • plates 	<ul style="list-style-type: none"> • Teacher will introduce food-related vocabulary, utilizing visual aids (e.g. flash cards, charts, overheads, videos...) • Modeling of dialogues by teacher • Student role play skits of visits to 	<ul style="list-style-type: none"> • Oral evaluations • Student-created menus and cookbooks • Enactment of a restaurant scene and/or meal sharing • Teacher assessments (tests/quizzes) • Class presentations 	<ul style="list-style-type: none"> • Present tense of verbs related to food preparation and consumption • Use of definite and indefinite articles • Plural of nouns • Adjectives • Gender / number agreement • Use of

	<ul style="list-style-type: none"> • glasses • table • chair • the bill • the tip • food and drinks unique to the target language • meal names: breakfast, lunch, dinner, supper, morning snack, afternoon snack • types of markets: open air, grocery store, supermarket • specialty food stores: butcher shop, bakery, pastry shop, etc • food related verbs: to eat, to drink, to prepare, to cook, to bake • meal related verbs: to like, to dislike, to order, • recommend, to eat breakfast, to eat lunch 	<p>markets and to restaurants, etc.</p> <ul style="list-style-type: none"> • Reinforcement of concepts learned through games (e.g. bingo, hangman, unscramble words, etc.) 	<p>of projects</p>	<p>prepositions</p> <ul style="list-style-type: none"> • Exposure to past and future tenses of regular verbs
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast the habits in target language countries as they relate to foods, restaurants and holidays, with the U. S. • Analyze the way culture is expressed in food and meal habits in target language countries (e.g.. number, time of the day and content of meals, restaurants and other eateries, the role of food in celebration of holidays, etc.) • Identify language related to restaurants and stores that are typically found in target language countries. (i. e. open air cafes, bakeries, bistro) • Identify words directly related to traditional special occasions or to typical foods particular to the target language countries (i. e. special dishes) 	<ul style="list-style-type: none"> • grocery stores • bakeries • butcher shops • restaurant • waitress/waiter • food • appetizers • entrees • desserts • drinks • utensils • plates • glasses • table • chair • the bill • the tip • food and drinks unique to the target language • meal names: breakfast, lunch, dinner, supper, morning snack, afternoon snack • types of markets: open air, grocery 	<ul style="list-style-type: none"> • Students write and spell words for different types of foods and connect them with target language countries. • Research different approaches to mealtime in target language countries using a variety of media. • Teacher introduces concept of meal time and other habits the countries of the target language and explores similarities and 	<ul style="list-style-type: none"> • A student-created play/skit that demonstrates understanding of the unique cultural characteristics explored • Student-created projects such as menus, brochures, recipes, etc. • Oral individual and/or group presentations of research projects • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Present tense of verbs related to food preparation and consumption • Use of definite and indefinite articles • Plural of nouns • Use of pronouns • Adjectives • Gender / number agreement • Use of prepositions • Exposure to past and future tenses of regular verbs

	<p>store, supermarket</p> <ul style="list-style-type: none"> • specialty food stores: butcher shop, bakery, pastry shop, etc • food related verbs: to eat, to drink, to prepare, to cook, to bake • meal related verbs: to like, to dislike, to order, to recommend, to eat breakfast, to eat lunch, to eat dinner 	<p>differences.</p> <ul style="list-style-type: none"> • Identify types of stores related to food shopping in target language countries (i. e. markets, grocery stores, supermarkets) • Teacher introduces concept of special occasions and role of food in the celebration (e.g. national holidays, religious holidays, new year holidays) • Students work in groups to develop skits, brochures, menus, recipes representing food related celebrations in target language countries 		
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their math skills to gather information about the prices of different food products in target language countries • Learn to convert target language currencies into US\$ to determine the value of the food products in U. S. currency terms • Investigate the prices of some of the food products from target language countries when they are sold in the U. S. and compare with the US\$ equivalent price when sold in target language countries. • Compare nutritional value of typical meal in target language countries with nutritional value of typical meal in the U. S. 	<ul style="list-style-type: none"> • grocery stores • bakeries • butcher shops • restaurant • waitress/waiter • food • appetizers • entrees • desserts • drinks • utensils • plates • glasses • table • chair • the bill • the tip • food and drinks unique to the target language • meal names: breakfast, lunch, dinner, supper, 	<ul style="list-style-type: none"> • Students will use internet, TV and print media to gather information about food prices in target language countries • Teacher will introduce currency conversion information to the class • Students will practice converting food prices from target language countries to US currency 	<ul style="list-style-type: none"> • Oral and written data analysis by students (graphs, narratives, power point) of prices, price comparisons, nutritional values, etc. • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Present tense of verbs related to food preparation and consumption • Use of definite and indefinite articles • Plural of nouns • Adjectives • Gender / number agreement • Use of prepositions • Exposure to past and future tenses of regular verbs

	<p>morning snack, afternoon snack</p> <ul style="list-style-type: none"> • types of markets: open air, grocery store, supermarket • specialty food stores: butcher shop, bakery, pastry shop, etc. • food related verbs: to eat, to drink, to prepare, to cook, to bake • meal related verbs: to like, to dislike, to order, to recommend, to eat breakfast, to eat lunch, to eat dinner 	<ul style="list-style-type: none"> • Students will investigate the prices of selected food products from target language countries in local specialty shops and supermarkets and compare with prices in the target language countries • Students will research the nutritional value of a typical meal in target language countries using a variety of media 		
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast food preferences in target language countries with food preferences in the U. S. • Compare and contrast food shopping and preparation in target language countries with the U. S. • Compare and contrast meal time habits in target language countries with those of the U. S. (i. e. eating at home, in school, at work, going to restaurants) • Compare and contrast typical holiday foods in target language countries with holiday foods in the U. S. 	<ul style="list-style-type: none"> • grocery stores • bakeries • butcher shops • restaurant • waitress/waiter • food • appetizers • entrees • desserts • drinks • utensils • plates • glasses • table • chair • the bill • the tip • food and drinks unique to the target language • meal names: breakfast, lunch, dinner, supper, 	<ul style="list-style-type: none"> • Students research food preferences in target language countries and compare with food preferences in the U. S. using a variety of media and individual informants. • Students research food shopping and food preparation in target language countries by interviewing local store 	<ul style="list-style-type: none"> • Oral performance based on student-generated skits about shopping for food in a target language country and comparing the experience with shopping for food in the U. S. • Oral performance enacting a day in a typical home kitchen in a target language country preparing food for a holiday celebration • Students' 	<ul style="list-style-type: none"> • Present tense of verbs related to food preparation and consumption • Use of definite and indefinite articles • Plural of nouns • Adjectives • Gender / number agreement • Use of prepositions • Exposure to past and future tenses of regular verbs

	<p>morning snack, afternoon snack</p> <ul style="list-style-type: none"> • types of markets: open air, grocery store, supermarket • specialty food stores: butcher shop, bakery, pastry shop, etc. • food related verbs: to eat, to drink, to prepare, to cook, to bake • meal related verbs: to like, to dislike, to order, to recommend, to eat breakfast, to eat lunch, to eat dinner 	<p>owners who specialize in foods from target language countries</p> <ul style="list-style-type: none"> • Students research meal habits in target language countries and compare with meal habits in the U. S. using a variety of media • Students research typical holiday foods in target language countries by using a variety of media 	<p>written reflections comparing holiday foods in target language countries and holiday foods in the U. S.</p> <ul style="list-style-type: none"> • Teacher assessments (tests, quizzes) 	
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their knowledge of basic food-related vocabulary to exchange information about food and meals with speakers of the target language in their school (if present) • Use their knowledge of food-related vocabulary to correspond with pen-pals in target language countries describing typical food and meal experiences in the U. S. and asking food-related questions from their pen-pals 	<ul style="list-style-type: none"> • grocery stores • bakeries • butcher shops • restaurant • waitress/waiter • food • appetizers • entrees • desserts • drinks • utensils • plates • glasses • table • chair • the bill • the tip • food and drinks unique to the target language • meal names: breakfast, lunch, dinner, supper, morning snack, afternoon snack 	<ul style="list-style-type: none"> • Teacher will team with colleagues to facilitate opportunities for students to meet students who are speakers of the target language (if present in the school) and engage in conversations about food • Teacher will organize exchange of letters/e-mails with students in another school in a target language country 	<ul style="list-style-type: none"> • Teacher observations of students interacting with students who are speakers of the target language • Writing a letter to a student in a target language country describing typical foods and meal experiences in the U. S. and asking food-related questions about the target language country • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Present tense of verbs related to food preparation and consumption • Use of definite and indefinite articles • Plural of nouns • Adjectives • Gender / number agreement • Use of prepositions

	<ul style="list-style-type: none">• types of markets: open air, grocery store, supermarket• specialty food stores: butcher shop, bakery, pastry shop, etc.			
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VIII SHOPPING

Apparel, Books, Music, Toys, Shops

Recommended Textbook/s:

CONTENT STANDARD 1: COMMUNICATION-
Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will be able to...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify words related to apparel, books, music and toys • Identify different types of shops that exist in target language countries • Describe different types of shops and what they can buy in the shops 	<ul style="list-style-type: none"> • To buy • To go • To be • Expensive • Cheap • Numbers • Currency expressions • How much does it cost? • Hat 	<ul style="list-style-type: none"> • Teacher introduces vocabulary pertaining to shopping, apparel, books, etc. using pictures and illustrations • Teacher will introduce the students to the 	<ul style="list-style-type: none"> • Student oral presentations of their shopping dialogues • Listening comprehension • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Verbs: to be, to buy, to go • Nouns; names of the items to buy, shop names, numbers, currency • Adjectives; expensive, cheap, good

	<ul style="list-style-type: none"> • Short • Blouse • Sweater • Pants • Skirt • Shoes • Boots • Socks • Stockings • Coat • Gloves • Book • Humor • Novels • Adventure • Mystery • Romance • Magazine • Comic • Computers • Sports • CD • Classic • Western • Country • Different types of music according to the target language & culture • Different types of toys • Different types of shops 	<p>currency of the target language countries</p> <ul style="list-style-type: none"> • Students work in groups to generate dialogues about going shopping for different items • Students prepare and label products for “their” shop, and price their products in target language currency 		
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Comprehend conversations among peers and familiar adults involving shopping activities such as shopping for clothing, books, etc. • Comprehend the main ideas in print or media advertising related to clothing, books, and music • Comprehend that certain items are specific to the target language countries • Understand shopping traditions in target language countries, such as shopping in specialty stores 	<ul style="list-style-type: none"> • To buy • To go • To be • Expensive • Cheap • Numbers • Currency expressions • How much does it cost? • Hat • Short • Blouse • Sweater • Pants • Skirt • Shoes • Boots • Socks • Stockings • Coat • Gloves • Book • Humor • Novels • Adventure • Mystery • Romance 	<ul style="list-style-type: none"> • Teacher invites speakers of target language to share information and experiences about shopping in target language country • Students use internet, TV and print media to research different product characteristics in the target language countries • Students will visit stores representative of the target language (if available) 	<ul style="list-style-type: none"> • Student oral presentations of the results of their research • Student written presentations promoting products in the target language Presentations could be posters, flyers, power point, shopper magazine 	<ul style="list-style-type: none"> • Verbs: to be, to buy, to go • Nouns; names of the items to buy, shop names, numbers, currency • Adjectives; expensive, cheap, good • Expressions such as how much?, please give me . . . , may I see . . .?, can I try . . . ?

	<ul style="list-style-type: none">• Magazine• Comic• Computers• Sports• CD• Classic• Western• Country• Different types of music according to the target language & culture• Different types of toys• Different types of shops.	<p>within a reasonable distance) to learn first hand about products</p>		
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Students will use their math skills to gather information about the prices of different products in target language countries • Students will learn to convert target language currencies into US\$ • Students will learn about trade between target language countries and the U. S. • Students will learn about different ways of presenting product for sale in the target language countries 	<ul style="list-style-type: none"> • To buy • To go • To be • Expensive • Cheap • Numbers • Currency expressions • How much does it cost? • Hat • Short • Blouse • Sweater • Pants • Skirt • Shoes • Boots • Socks • Stockings • Coat • Gloves 	<ul style="list-style-type: none"> • Students will use internet, TV and print media to gather information about prices of products in target language countries • Teacher will introduce currency conversion information to class • Students will practice converting product prices from target language 	<ul style="list-style-type: none"> • Data analysis presentations by students (oral and written – graphs, narratives, power point) • Prepare product advertisement aimed at buyers in the target language countries 	<ul style="list-style-type: none"> • Verbs: to be, to buy, to go, to show, to sell • Nouns; names of the items to buy, shop names, numbers, currency • Adjectives; expensive, cheap, good • Plurals

	<ul style="list-style-type: none"> • Book • Humor • Novels • Adventure • Mystery • Romance • Magazine • Comic • Computers • Sports • CD • Classic • Western • Country • Different types of music according to the target language & culture • Different types of toys • Different types of shops. 	<p>country to US\$ currency.</p> <ul style="list-style-type: none"> • Students use different media to survey product prices in the target language country and prepare comparisons to identify lowest price sources for the products • Students will use different media to investigate trade relations between target language countries and the U. S. regarding selected products. • Students will view a variety of product advertisements from target language countries (TV, print, poster, magazine, etc.) 		
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast shopping experiences in target language countries and in the U. S. • Compare and contrast dress codes and impact of fashion trends in target language countries and in the U. S. • Compare and contrast clothing and shoe sizes in target language countries and in the U. S. • Compare and contrast reading habits and preferences in target language countries and in the U. S. • Compare and contrast music preferences and popularity in target language countries and in the U. S. 	<ul style="list-style-type: none"> • To buy • To go • To be • Expensive • Cheap • Numbers • Currency expressions • How much does it cost? • Hat • Short • Blouse • Sweater • Pants • Skirt • Shoes • Boots • Socks • Stockings • Coat • Gloves 	<ul style="list-style-type: none"> • Teacher will introduce to the class materials about shopping such as flyers, shopping magazines, TV commercials • Student will use the internet, and print media to investigate dress codes and the impact of fashion in the target language country • Students will use the internet and 	<ul style="list-style-type: none"> • Students will make oral/written presentations about their findings. • Students will prepare and role play shopping experiences in a target language country as tourists comparing and contrasting clothing sizes between the target country and the U. S. • Students will prepare power point presentations 	<ul style="list-style-type: none"> • Verbs: to be, to buy, to go, to show, to sell • Nouns; names of the items to buy, shop names, numbers, currency • Adjectives; expensive, cheap, good • Plurals

	<ul style="list-style-type: none"> • Book • Humor • Novels • Adventure • Mystery • Romance • Magazine • Comic • Computers • Sports • CD • Classic • Western • Country • Different types of music according to the target language & culture • Different types of toys • Different types of shops. 	<p>print media to investigate reading habits and shopping for books and magazines in the target language country.</p> <ul style="list-style-type: none"> • Students will use the internet and print media to investigate musical preferences and shopping for music in the target language country 	<p>comparing best-seller products in a given category in the target language country with best-seller products in the same category in the U. S.</p>	
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Visit local supermarket to see if products from the target language country are available there. • Use their knowledge of shopping and products in target language countries to establish basic communication with speakers of the target language within the school setting and compare and contrast shopping experiences in the target language country and the U. S. • Use their knowledge of shopping and product in target language countries to establish basic communication with speakers of the target language within the local community and discuss shopping experiences. 	<ul style="list-style-type: none"> • To buy • To go • To be • Expensive • Cheap • Numbers • Currency expressions • How much does it cost? • Hat • Short • Blouse • Sweater • Pants • Skirt • Shoes • Boots • Socks • Stockings • Coat • Gloves • Book • Humor • Novels • Adventure • Mystery 	<ul style="list-style-type: none"> • Students will research local supermarkets to see if they have products from the target language country • Students will visit local supermarkets that have products from the target language country to examine the products first hand, check U. S. prices and make lists of the products. • Teacher will invite representatives from the target language community who 	<ul style="list-style-type: none"> • Students will make oral/written presentations about their findings • Students will prepare power point presentations comparing local radio advertisements by large U. S. supermarkets with advertisements by target language small merchants • Teacher observations of student interaction with students from target language country within 	<ul style="list-style-type: none"> • Verbs: to be, to buy, to go, to show, to sell • Nouns; names of the items to buy, shop names, numbers, currency • Adjectives; expensive, cheap, good • Plurals

	<ul style="list-style-type: none"> • Romance • Magazine • Comic • Computers • Sports • CD • Classic • Western • Country • Different types of music according to the target language & culture • Different types of toys • Different types of shops. 	<p>are merchants to talk to the students about the importance of products from the target language for the community</p> <ul style="list-style-type: none"> • Students will listen to local radio advertisements from large U. S. supermarkets and compare with local radio advertisements from target language small merchants 	<p>the school setting</p> <ul style="list-style-type: none"> • Students' self – reporting of interactions with speakers of the target language who are members of the local community 	
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IX Leisure

Sports, Activities, Music, Vacations, Transportation

Recommended Textbook/s:

CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives: Students will be able to...	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify and use different sports and sports equipment vocabulary in the target language • Identify and use different types of transportation vocabulary in the target language • Use vocabulary in directed discussions related to different means of transportation • Identify and use musical 	<ul style="list-style-type: none"> • Different sports and equipment • Means of transportation • Types of music and musical instruments • Types of art expressions • Hobbies (i.e. reading, knitting, stamp and coin 	<ul style="list-style-type: none"> • Teacher introduces vocabulary through a variety of means, pictures, charades, overhead transparencies, videos • Oral and written 	<ul style="list-style-type: none"> • Oral and/or written presentations about favorite leisure activity • Role playing vacation or leisure activity skits • Travel/leisure brochure projects • Teacher 	<ul style="list-style-type: none"> • Regular verbs • Introduction of some irregular verbs such as to play a sport • Adjectives • Nouns • Conjunctions • Prepositions • Comparatives • Superlatives • Written and spoken phrases

<p>terms for different types of music and musical instruments vocabulary in the target language</p> <ul style="list-style-type: none"> • Identify and use arts and hobbies vocabulary in the target language • Write sentences using vocabulary to describe leisure activities • Describe a vacation based on their favorite sport • Oral and/or written description of a picture representing a leisure activity 	<p>collecting, etc.)</p>	<p>vocabulary practice identifying the items in the target language and writing the words</p> <ul style="list-style-type: none"> • Pair and/or group discussions of favorite leisure time activities and vacation plans • Pair reading of short articles about leisure activities and collaboration answering comprehension questions and vocabulary activities 	<p>assessments (tests and quizzes)</p>	<p>related to the topics presented</p> <ul style="list-style-type: none"> • Sentence construction
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Present an oral report about the national sport of the target language countries • Discuss differences and similarities in leisure time activities between target language countries and the U. S. • Recognize popular music and learn the lyrics to at least one popular song from target language countries 	<ul style="list-style-type: none"> • Different sports and equipment • Means of transportation • Types of music and musical instruments • Types of art expressions • Hobbies (i.e. reading, knitting, stamp and coin collecting, etc.) • to play instruments • to play a sport • to practice • to swim • to ski • to run • to wrestle • to box • to climb • to jump • to walk • to drive • to camp • to hunt • to fish • to lose 	<ul style="list-style-type: none"> • Students will investigate national sports in target language countries using a variety of media. • Student pairs or groups will plan a vacation focused on leisure activities (sports, beach, concerts, etc.) in a target language country. • Students will listen to recordings of different types of popular music in the target language and be able to recognize 	<ul style="list-style-type: none"> • Oral and written presentations about national sports and preferred leisure time activities in target language countries. • Oral and visual presentations (posters, Power Point) students' "vacation" in a target language country. • Oral presentations/performances of popular music (group/solo). • Teacher assessments (tests, quizzes). 	<ul style="list-style-type: none"> • Regular verbs • Introduction of some irregular verbs such as to play a sport • Adjectives • Nouns • Conjunctions • Prepositions • Comparatives • Superlatives • Written and spoken phrases related to the topics presented • Sentence construction

	<ul style="list-style-type: none">• to win• to like	different kinds of music		
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CONTINUATION: CULTURES

EMBEDDED LITERACY ACTIVITIES – REFER TO APENDIX II: LITERACY ACTIVITIES

LISTENING COMPREHENSION

Objectives:

- Summarize main points of literary piece heard in target language
- Infer meaning from some unfamiliar vocabulary by hearing it in context

Structures:

- Increase exposure to target language by means of a variety of media
- Opportunity to respond to continuous classroom exposure to the target language

Genre:

- Poems
- Songs

READING

Objectives:

- Demonstrate understanding by giving oral or written answers to simple questions about a literary text in the target language.
- Use print and electronic media such as magazine and newspaper articles to research topics such as art, literature, current events in the target language.

Structures:

- Understanding of new vocabulary and phrases from context clues
- Identification of the main idea of the text
- Acquisition of geographical, historical and cultural supportive information

Genre:

- Poems
- Fairy tales and legends
- Non fiction: newspaper and magazine articles, biographical sketches

WRITING

Objectives:

- Write sentences in the target language with increasing accuracy.
- Communicate personal thoughts in the target language with increasing level of coherence.

Structures:

- Simple sentence structures: affirmative, negative, question
- Use of conjunctions to link two simple sentences together

Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: 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.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Investigate the historical roots of different sports and will identify the countries, the important athletes and current reach of the sports over a geographic area • Use a variety of sources such as sports magazines, newspaper articles, internet sites and books to carry on their investigations • Use math concepts to analyze performance of various past and present sports teams and/or athletes • Interview members of local sports teams • Will investigate cultural approaches to diet, nutrition and exercise within the context of sports • Investigate the historical context of major works of art (visual, musical, literary) and their 	<ul style="list-style-type: none"> • Different sports and equipment • Means of transportation • Types of music and musical instruments • Types of art expressions • Hobbies (i.e. reading, knitting, stamp and coin collecting, etc.) • to play instruments • to play a sport • to practice • to swim • to ski • to run • to wrestle • to box • to climb • to jump • to walk • to drive 	<ul style="list-style-type: none"> • Students will view and discuss videos related to sports, the arts and other leisure activities • Students will take notes and write reflections based on the videos • Students will conduct investigations and do oral presentations • Students will prepare scrapbooks chronicling major events in the career of 	<ul style="list-style-type: none"> • Project based assessments • Oral Presentations • Group activities • Listening comprehension • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Regular verbs • Introduction of some irregular verbs such as to play a sport • Adjectives • Nouns • Conjunctions • Prepositions • Comparatives • Superlatives • Written and spoken phrases related to the topics presented • Sentence construction

<p>significance in the context of the culture and the historical period</p>	<ul style="list-style-type: none"> • to camp • to hunt • to fish • to lose • to win • to like 	<p>favorite player</p> <ul style="list-style-type: none"> • Students prepare posters or power point presentations of the work of a favorite artist • Students will prepare presentations of traditional music instruments and songs • Students will invite a local sports figure to visit the school and make a presentation at school 		
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast the importance of sports in the target culture and U. S. culture • Compare and contrast nutrition and exercise patterns for sports in the target culture and U. S. culture • Compare sports vocabulary in the target language and English and note use of loan words • Compare and contrast expressions of popular music related to sports, romance, everyday activities in the target culture and U. S. culture • Compare and contrast expressions of popular visual arts in the target culture and U. S. culture 	<ul style="list-style-type: none"> • Different sports and equipment • Means of transportation • Types of music and musical instruments • Types of art expressions • Hobbies (i.e. reading, knitting, stamp and coin collecting, etc.) • to play instruments • to play a sport • to practice • to swim • to ski • to run • to wrestle • to box • to climb • to jump • to walk • to drive 	<ul style="list-style-type: none"> • Students will conduct investigations and do oral and written or power point presentations comparing and contrasting sports, nutrition, exercise, music and art forms in the target culture and U. S. culture • Students will participate in panel discussions role playing athletes, musicians and or other artists from target 	<ul style="list-style-type: none"> • Project based assessments • Oral Presentations • Group activities • Listening comprehension • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Regular verbs • Introduction of some irregular verbs such as to play a sport • Adjectives • Nouns • Conjunctions • Prepositions • Comparatives • Superlatives • Written and spoken phrases related to the topics presented • Sentence construction

	<ul style="list-style-type: none">• to camp• to hunt• to fish• to lose• to win• to like	culture and the U. S. and will explain local approaches to their sport, music or art		
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives: Students will:	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Use their knowledge of sports, music and art in the target culture to establish contact with speakers of the target language <u>within the school setting</u> • Use their knowledge of sports, music and art in the target culture to establish contact with speakers of the target language <u>within the community</u> 	<ul style="list-style-type: none"> • Different sports and equipment • Means of transportation • Types of music and musical instruments • Types of art expressions • Hobbies (i.e. reading, knitting, stamp and coin collecting, etc.) • to play instruments • to play a sport • to practice • to swim • to ski • to run • to wrestle • to box • to climb • to jump • to walk • to drive • to camp 	<ul style="list-style-type: none"> • Teacher will team with colleagues to facilitate opportunities for students to meet students who are speakers of the target language (if present in the school) and engage in communication activities about leisure activities in sports, music and art • Students will use their communication skills to discuss activities related to sports, music, etc. with members of the community who 	<ul style="list-style-type: none"> • Project based assessments • Oral Presentations • Group activities • Listening comprehension • Teacher assessments (tests, quizzes) 	<ul style="list-style-type: none"> • Regular verbs • Introduction of some irregular verbs such as to play a sport • Adjectives • Nouns • Conjunctions • Prepositions • Comparatives • Superlatives • Written and spoken phrases related to the topics presented • Sentence construction

	<ul style="list-style-type: none">• to hunt• to fish• to lose• to win• to like	speak the target language		
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WORLD LANGUAGES AND EDUCATIONAL WEBSITES

TEACHING AND ASSESSING STANDARDS

American Council on the Teaching of Foreign Languages: www.actfl.org

PROFESSIONAL ASSOCIATIONS

AATF – American Association of Teachers of French: www.frenchteachers.org

AATI – American Association of Teachers of Italian: www.aati-online.org

AATSP – American Association of Teachers of Spanish and Portuguese: www.aatsp.org

ACL – The American Classical League: www.aclassics.org

ATJ – Association of Teachers of Japanese: www.colorado.edu/ealld/atj

CLTA - Chinese Language Teachers Association: www.clta-us.org

CT COLT – Connecticut Council of Language Teachers: <http://ctcolt.org>

RESOURCES

Chinese

Chinese Language Resources: www.tussah.com/lara/chinese.htm

Chinese Resources (University of Minnesota): www.carla.umn.edu/resources/teaching/chinese_mn.html

Global Chinese Language and Culture Center (Taiwan): http://edu.ocac.gov.tw/home_en.htm

French

Alliance Française: www.alliancefr.org

Italian

Italian Language Resources: www.fas.harvard.edu/~rll/resources/italian/language_resources.html

Latin

Web Resources for High School Latin Teachers: <http://chss2.montclair.edu/classics/webresources/forlatteacher.html>

Japanese

Keiko Schneider's Bookmarks: www.sabotenweb.com/bookmarks

Portuguese

Centro Virtual Camões: www.instituto-camoes.pt

Portuguese Language Resources: www.fas.harvard.edu/~rll/resources/portuguese/language_resources.html

Spanish

America Reads Spanish: www.americareadsspanish.org

(Website sponsored by the Spanish Institute of Foreign Trade and the Spanish Association of Publishers Guilds to increase awareness of Spanish language books and authors in the U. S.)

