



Catholic Schools

DIOCESE of DALLAS  
Office of Catholic Schools  
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# World Language Curriculum Standards Diocese of Dallas Grades 1-12

*"Jesus Christ is hope for men and women of every language, race, culture and social condition.  
Yes, Christ is the face of God present among us."  
Pope Benedict XVI*

Adapted with permission of the Archdiocese of Hartford, CT



August 2012

Dear Catholic School Educators:

Peace and Joy!

It is with great pleasure that I approve the *World Language Curriculum Standards* for grades 1-12. These standards are essential for students to achieve learning expectations. It is my hope that not only will schools implement these world language standards and promote the advancement of the study of world languages, but also educate our students by informing, forming, and transforming them with wonder and meaning of Christian faith.

You, the educators, must address academic standards through traditional and innovative methods, infused with an appreciation of Catholic doctrine, Catholic social teachings, and moral development. The world language curriculum standards affirm that:

Catholic schools educate diverse student bodies to form Catholic, person centered learning communities; provide quality teaching through traditional and innovative educational programs infused with Catholic social teachings; involve students to serve and support parish life and the local civic communities; graduate students who are critical thinkers, productive moral citizens, and spiritual leaders; and recognize and appreciate parents as the primary educators of their children.

We are grateful to the Archdiocese of Hartford, CT under the direction of Mrs. Valerie Mara, Director of Curriculum Design, and her committee for their energy, creativity, and dedication to this document and for their willingness to allow us to implement these standards and adjust them to meet the needs of our schools in the Diocese of Dallas. Please embrace this initiative as an opportunity to provide quality Catholic education; and to be an integral part of the effort to promote the success of all Diocesan school students to excel in world languages.

God bless you in your ministry of Catholic education.

Peace in Christ, Jesus,

Sister Dawn Achs, SSND  
Associate Superintendent of Catholic Schools

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## World Language Education Philosophy

The following statement of principles is the foundation for the standards:

*Language and communication are the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in their first language.*

Supporting this vision are three assumptions about language and culture, learners of language and culture, and language and culture education:

### 1. Competence in more than one language and culture enables people to

- communicate with other people in other cultures in a variety of settings,
- look beyond their customary borders,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures,
- gain direct access to additional bodies of knowledge, and
- participate more fully in the global community and marketplace.

### 2. All students can be successful language and culture learners, and they

- must have access to language and culture study that is integrated into the entire school experience,
- benefit from the development and maintenance of proficiency in more than one language,
- learn in a variety of ways and settings, and
- acquire proficiency at varied rates.

### 3. Language and culture education is part of the core curriculum, and it

- is tied to program models that incorporate effective strategies, assessment procedures, and technologies,
- reflects evolving standards at the national, state, and local levels, and
- develops and enhances basic communication skills and higher order thinking skills.

*The National Standards in Foreign Language Education Project. (1996). "Standards for Foreign Language Learning: Preparing for the 21st Century." New York: The National Standards in Foreign Language Education Project.*



# Diocese of Dallas Graduation Outcomes

- ✚ Students will live according to the Catholic social teachings of the Church.
- ✚ Students will use effective communication skills.
- ✚ Students will read, think, and listen critically.
- ✚ Students will be culturally inclusive and demonstrate a global awareness.
- ✚ Students will engage in lifelong learning.
- ✚ Students will solve problems effectively and justly.
- ✚ Students will use technology for the betterment of society.
- ✚ Students will develop an appreciation for the beauty in the world around them through the fine arts.

## ***Special Thanks***

The Office of Catholic Schools would like to thank the Archdiocesan World Language Committee for their commitment to the mission of Catholic school education and for their passion and dedication to the study of world languages for students. The time and effort that went into preparing this curriculum is appreciated on behalf of all Diocesan school students who will grow and benefit from this education and will prepare them for success in the 21<sup>st</sup> century.

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## How to Use This Document

Much thought, time, and energy went into the creation of the *Standards for World Language* to make it a useful tool in the important work of creating critical thinkers and communicators in at least one language other than English. The information in this document is based on the National Standards for Foreign Language Learning and the CT Framework Content Standards for World Languages. **The World Language Standards Curriculum is designed by proficiency levels to better meet the various instructional models in each diocesan school.** Rather than identifying Achievement Standards and Student Objectives by grade level, it is organized by the following proficiency levels: novice, beginner, intermediate, advanced, and high school. All students begin as novice learners of a new language; teachers can advance the learning as developmentally appropriate. This, too, allows for easier differentiating of instruction to accommodate learners who speak the target language at home and those learners with no experience of the target language.

**Achievement standards** are the primary instructional targets that outline essential topics and skills that students should know and be able to do by the end of high school. Daily standards-based lesson planning enables educators to align curriculum and instruction with standards, as they have been adapted by this Diocese, thereby keeping the goals of our students in mind. The purpose of standards-based curriculum is to empower all students to meet new, challenging standards of education and to “provide them with lifelong education...that equips them to be lifelong learners.” (Fullan, 2006)

The various world language achievement standards are separated into **strands**: communication, cultures, connections, comparisons, and communities. *As often as possible, all of these strands should be integrated with one another to maximize learning.* **Student objectives** are the primary tasks students should be able to master as a result of instruction. Student objectives are directly aligned with achievement standards. Among Diocesan elementary schools, the study of world languages vary in instructional models. Therefore, teachers are expected to plan enabling outcomes, create successful learning experiences, that will progressively bring students from mastery at a novice level to beginner, intermediate, advanced, and on to preparation for high school.

An underlying assumption lies in the teacher possessing detailed knowledge of how best to teach these achievement standards in a regular classroom setting, given the mode of world language instruction in their school. Differentiating instruction plays a paramount role in this determination and in planning daily learning objectives. This is a working document, designed to be annotated by the teachers who use it. Teachers should list text correlations, resources, and assessments that work best for the outcomes listed.

### ASSESSMENT

Careful attention should be paid to the **Assessment** section of the document. Assessment is a key element of any curriculum, whether used as an instructional tool or as a measurement of learning. Assessment for learning (formative assessment) is a powerful strategy for improving instruction and student achievement. “Assessment for learning...is about obtaining feedback on the teaching and learning and using that feedback to further shape the instructional process and improve learning.” (Fullan, 2006) Good teachers learn which assessment tools best fit the learning outcomes addressed and ensure that a variety of summative assessments are used (performance-based, independent, criterion based) to determine an accurate indication of student achievement.

Journal writing is an effective learning strategy and assessment instrument teachers are encouraged to use. **However, teachers who assign journals must understand that they are responsible for reading entries in a *timely* manner and taking**

**appropriate action if and when students write things that cause alarm (violent or self-destructive remarks, for example).**

## **Resources**

Found in the back of the *Standards*, are suggested online resources and instructional aides. All work online should be carefully monitored by the teacher and/or parent. This includes emails that are part of learning activities and assignments. Students should understand that what they write on the internet will be read by the teacher.

On the resources page you will find a variety of suggestions for teaching and learning. The supplemental materials listed are those suggested by the members of the World Language Curriculum Committee and are, by no means, a complete list. Here again, teachers should make this list their own by adding those ideas, books, DVDs, CDs, field trip ideas, and websites that are most effective in their learning environment.

Textbooks are valuable resources that support instruction to help students meet the objectives of a standards-based curriculum. They should not be used to identify targets of instruction. (O'Shea, 2005) Textbooks must be selected from the Approved Textbook List. If a school wishes to use a textbook resource not listed on the approved list, kindly contact the Office of Catholic Schools, Department of Curriculum, Instruction, and Assessment, for endorsement.

## **Writing**

*We cannot emphasize enough the importance of writing as part of every curriculum area.* Every day in every classroom, students should be writing – individually, in small or whole-class groups, in journals, through emails and other Internet connections, on electronic devices. They should be writing research reports, opinions, poetry, conclusions, summaries, prayers, and reflections. In addition, teaching students to carefully and accurately cite sources for their work beginning in elementary grades, and then emphasizing various bibliography styles such as MLA or APA in middle school grades, is vital to ensure proper research method and technique in high school. A useful source for rubrics across all content areas is: [http://www.tsc.k12.in.us/ci/resource/general/Rubrics\\_TSC.htm](http://www.tsc.k12.in.us/ci/resource/general/Rubrics_TSC.htm). Just as it is impossible to imagine a school day without reading, it should be equally impossible to envision a school day without writing.

## **Cross Curricular Links**

Central to these Standards and to the world language programs of this Archdiocese is the goal of creating articulate young people of faith, who can read with understanding, think critically and make moral decisions. Following the standards, is a section entitled "**Catholic Social Teaching Instructional Strategies for World Language Instruction.**" This section is designed to help teachers link instruction in world language with how students live out their faith as expressed in Catholic social teachings. Some suggestions are included, but this part of the document must also be annotated by the teacher. The connection of world languages to life outside of school is real; it is the perfect vehicle for making Jesus' Gospel message of peace and justice live and breathe and have its being in our schools, parishes, communities and towns.

## ASSESSMENT

*Assessment is a means of measuring performance. It illustrates how well we are accomplishing our stated mission, goals, and objectives to educate and form the whole person. Through an integrated system of standards and of multiple forms of evaluation, assessment measures:*

- *beliefs, attitudes and behaviors, which are expressions of our Catholic identity;*
- *content knowledge*
- *student achievement (individual and group) ; and the*
- *learning and teaching environment*

*(NCEA'S Statement on Accountability and Assessment in Catholic Education)*

Assessments of students should match the learning outcome or goal. In all classrooms, a variety of assessments, both objective and subjective, should be used to enhance learning and measure progress. Assessments are both instructional tools for students while they are learning and accountability tools to determine if learning has occurred. These assessments should include, but are not limited to:

Summative assessments are *MILEPOSTS* while formative assessments are *CHECKPOINTS*.

*Milepost/Summative assessments* are designed initially by a teacher for each course and reflects where you want your students to be at end of unit. It is a measure OF learning designed to determine degree of mastery of each student...it judges the success of the process/product at the end.

*Checkpoint/Formative assessments* are designed to prepare students for the milepost assessment; they direct instruction and ensure students have the appropriate practice opportunities before the summative assessment. They are stops along the way. Results are used to direct instruction and/or to plan corrective activities.

	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
<b>PURPOSE</b>	To monitor and guide process/product while still in progress	To judge the success of process/product at the end (however arbitrarily defined)
<b>TIME OF ASSESSMENT</b>	During the process or development of the product	At the end of the process or when the product is completed
<b>TYPES OF ASSESSMENT</b>	Informal observation, quizzes, homework, teacher questions, worksheets	Formal observation, tests, projects, term papers, exhibitions
<b>USE OF ASSESSMENT INFORMATION</b>	To improve or change a process/product while it is still going on or being developed	Judge the quality of a process/product; grade, rank, promote

## **FORMS OF ASSESSMENT:**

### **Criterion Referenced (CRA): (Paper/Pencil Tests/Quizzes)**

- Multiple Choice
- Matching Items
- Completion Items
- Short Answer
- Essay Style
- Visual Representation
- Standardized Tests (*ITBS/CogAT –Grades 2-7*)
- Teacher/text created tests (Written or oral)
- Fluency tests
- Teacher or text generated check lists of skills

### **Performance Assessment (PA):**

Student formal and informal presentations **across the curriculum using rubrics, checklists, rating scales, anecdotal records:**

- Recitations, reading, retellings, speeches, debates, discussions, video or audio performances
- Written work across the curriculum
- Cooperative group work (students are assessed individually, never as a group)
- Story, play, poem, paragraph(s), essay, research paper
- Spelling bees
- Poetry recitals
- Oratorical Competitions
- Classroom performance/demonstration (live or taped)
- Parent/Teacher/Student conferences
- Presentations (live or taped)
- Oral, dance, visual (photos or video)
- Seminars
- Projects
- Anecdotal records
- Application of Standard English in daily written and oral work across the curriculum (*including notebooks, journals, blogs, responses to questions*)
- Teacher observation of student activities across the curriculum
- Oral reading

- Informal and formal inventories
- Daily work
- Student spelling in written work
- Notebook checks
- Running records
- Application of skills across the curriculum
- \*Portfolios

**\*All schools are required keep portfolios of student writing.** Each year there should be a minimum of two pieces of original writing included in the portfolio. The writing may be from any area of curriculum (religion, math, social studies, science, etc.), but **must be accompanied by the rubric used to evaluate the writing.**

### **Independent (IA):**

- Teacher observation
- Teacher-student conference
- Student self-correction and reflection on learning and performance
- Student self-assessment of goals
- On-line programs that allow students to self-assess
- Instructional questions
- Questionnaires
- Response Journals
- Learning Logs
- Oral tests/exams

**STANDARD-BASED LESSON PLANS:**

Loyola Chicago Model for Elementary and Middle School Lesson Planner

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Week of: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Standard: \_\_\_\_\_ Est. Timeframe: \_\_\_\_\_

Date:	Date:	Date:	Date:	Date:
Objective(s): (TSW)	Objective(s): (TSW)	Objective(s): (TSW)	Objective(s): (TSW)	Objective(s): (TSW)
Evidence: (S or F)				
Activities: (Enabling Outcomes)				
Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:	Practice/Homework:
Re-teaching/Notes:	Re-teaching/Notes:	Re-teaching/Notes:	Re-teaching/Notes:	Re-teaching/Notes:

Resources	Standard #	Strand/Pg. #
Technology/Media/Internet: Textbook: Other:		

**The preceding template was created by Judy Garneau from St. Mary Magdalene School, Oakville, CT**

# ***K-12 WORLD LANGUAGE STRANDS AND ACHIEVEMENT STANDARDS***

## **In at least one language other than English:**

- 1) Communication** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- 2) Communication** Students will understand and interpret spoken and written language on a variety of topics.
- 3) Communication** Students will present information, concepts and ideas to listeners or readers on a variety of topics.
- 4) Cultures** Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.
- 5) Connections** Students will reinforce and expand their knowledge of other areas of study through the world language.
- 6) Connections** 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.
- 7) Comparisons Among Languages** Students will demonstrate an understanding of nature of language through comparisons of that world language and their own.
- 8) Comparisons Among Cultures** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
- 9) Communities** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

## ELEMENTARY / INTERMEDIATE GRADES

### Strand 1: Communication (Interpersonal Mode)

<b>Achievement Standard:</b> <b><i>I. In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i></b>		
<b>Student Objectives</b>		
<b>Novice</b>	<b>Beginner</b>	<b>Intermediate</b>
<p>A. Greet and respond to simple greetings and farewells, match time of day (morning, afternoon, evening) with pictured activity.</p> <p>B. Perform simple commands, (e.g., sit down, stand up, line up, get your pencil, open your books, etc)</p> <p>C. Identify necessity and need with courtesy phrases, (e.g., bathroom please, pencil sharpener please, thank you).</p> <p>D. Name the days of the week and identify them on a calendar.</p> <p>E. Introduce and describe themselves, family members and pets, (e.g., me, my sister, my brother, my mother, my father, my grandfather, my grandmother and my pets).</p> <p>F. Respond to simple questions about themselves and surroundings (e.g., weather, places in city, beach, zoo,</p>	<p>G. Give simple commands or instructions to classmates and teacher, (e.g., stand up, sit down, come here, raise your hand please, write your name).</p> <p>H. Relate favorite pastimes (sports and hobbies).</p> <p>I. Identify and describe themselves and members of immediate and extended family, (e.g., I am short, my uncle is tall, my aunt is blonde).</p> <p>J. Express likes and dislikes on a variety of topics (e.g., animals, sports, foods).</p> <p>K. Imitate feelings, match feeling with picture and ask classmates how they feel, (e.g., I'm happy, I'm sad, I'm fine, I'm sick).</p> <p>L. Identify dates, (months, days and numbers), tell birthdays and ages.</p>	<p>M. Expand conversational ability based on new information (e.g., climate, seasons, school schedules, etc.).</p> <p>N. Acquire goods and services through basic conversational skills (e.g., order food in a restaurant, exchange currency, purchase school supplies).</p> <p>O. Accept and decline an invitation.</p> <p>P. Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals). Describe daily routines.</p> <p>Q. Ask and respond in simple conversations to questions about peers and teachers. (e.g., How are you? Where do you live? What time do you eat lunch? How many .... in your family do you have?)</p> <p>R. Ask and state location of places and things, (e.g., "Where is the zoo?</p>

etc.).

The zoo is near the park.”).

### Strand 2: Communication (Interpretive Mode)

#### Achievement Standard:

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

#### Student Objectives

Novice	Beginner	Intermediate
<p>A. Recognize specific classroom objects in oral and written forms (e.g., clock, door, pencil sharpener).</p> <p>B. Orally supply missing word(s) to a song, rhyme, game or story at correct time (e.g., An apple a day keeps the _____ away.).</p> <p>C. Draw pictures to demonstrate comprehension of simple stories.</p> <p>D. Comprehend greetings, farewells and statements of feelings.</p> <p>E. Listen to, imitate and use gestures in simple songs, rhymes and stories (whenever possible they should be culturally authentic).</p> <p>F. Identify beginning letters of posted classroom words.</p> <p>G. Demonstrate comprehension of main idea or principal message in highly illustrated culturally based texts in which cognates, repetition, predictability and rhythm are used</p>	<p>L. Understand and use correctly interaction, pronunciation and stress (e.g., recites aloud).</p> <p>M. Decode new vocabulary using contextual clues and drawing on words and phrases from prior studies.</p> <p>N. Use a simple picture dictionary.</p> <p>O. Read aloud a familiar passage with correct interaction and pronunciation (e.g., language ladder or simple rhymes).</p> <p>P. Comprehend main idea of an oral or written announcement using contextual clues.</p> <p>Q. Identify letters, symbols, or common characters in alphabetic, phonetic or syllabic systems.</p> <p>R. Read aloud familiar words demonstrating initial awareness of pronunciation, interaction, and stress.</p>	<p>T. Read aloud authentic materials with correct intonation, pronunciation and stress.</p> <p>U. Demonstrate understanding of written or oral text by paraphrasing (e.g., setting characters plot etc.).</p> <p>V. Read simple texts in target language and answer simple questions (e.g., weather report, travel poster or brochure, T.V. Guide, etc.).</p> <p>W. Use primary bilingual dictionary, picture dictionary or glossary to access information.</p> <p>X. Obtain information from short messages (oral or written) (e.g., invitations, directions, announcements, appointments).</p> <p>Y. Read short narrative texts (if possible culturally authentic) and retell the main storyline in their own words.</p> <p>Z. Read and prepare simple activity</p>

<p>including stories, simple advertisements and/or other literacy sources.</p> <p>H. Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well known age appropriate themes.</p> <p>I. Distinguish differences between simple binary (polar) opposites (e.g., tall/short, hot/cold, black/white).</p> <p>J. Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically (e.g., Where is the flag? Response could be, "It's over there." or child points to it).</p> <p>K. Make connections between illustration and simple written texts (e.g., use picture dictionary, match illustrations with short phrases or sentences).</p>	<p>S. Find key words in song, rhymes, story or game.</p>	<p>involving a series of steps (e.g., recipe, science experiment or Gouin series).</p>
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### Strand 3: Communication (Presentational Mode)

<p><b>Achievement Standard:</b>  <b>III. In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</b></p>		
<p><b>Student Objectives</b></p>		
<p><b>Novice</b></p> <p>A. Pronounce proper nouns.</p> <p>B. Identify and label vocabulary connected to the lesson theme.</p> <p>C. Complete simple sentences, phrases and/or short dialogues to accompany illustrations.</p> <p>D. Talk about pictures based on simple stories, rhymes or songs.</p> <p>E. Predict orally or through illustrations events in a story.</p> <p>F. Trace, copy words or characters from various sources.</p> <p>G. Begin to write familiar words, phrases and simple sentences in a meaningful context.</p> <p>H. Use information from a text or oral story to draw or label pictures, diagrams, or charts.</p> <p>I. Contribute to teacher directed shared writing activities (e.g., Gouin series,</p>	<p><b>Beginner</b></p> <p>J. Create and perform short skits, puppet shows and role play.</p> <p>K. Produce and use basic print, capitalization and punctuation conventions (e.g., inverted Spanish question marks, quotation marks, lower case for days of the week, etc.).</p> <p>L. Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.).</p> <p>M. Use a picture dictionary or other sources to create an alphabet based on a theme (e.g., food alphabet, animal alphabet, cultural alphabet, etc.).</p> <p>N. Fill in text based on words from known song or story. (written or orally – “The farmer in the _____”).</p> <p>O. Perform short conversation (e.g., skits, puppet shows, role play, etc.).</p>	<p><b>Intermediate</b></p> <p>P. Take written dictation on unfamiliar text that is orthographically predictable.</p> <p>Q. Write, review, and edit own writing with teacher guidance.</p> <p>R. Write a personal letter applying conventions, accurately (e.g., layout, headings, punctuation). Address the envelope.</p> <p>S. Create and present short skit/play involving more than two characters. May use videotape, props, costumes and scenery.</p> <p>T. Prepare and present brief reports on thematic topics (e.g., weather report, commercial, etc.) using a variety of formats (e.g., brochures, dioramas, puppets, travel posters, etc.).</p> <p>U. Create written journals in response to teacher prompt.</p> <p>V. Spell common words correctly and take written dictation.</p> <p>W. Write and record a message (e.g.,</p>

story mapping, "word snake" and concrete poetry).		advertisement, weather reports, phone messages, etc.).  X. Summarize orally the plot of a folktale (e.g., the beginning, the middle, and the end).  Y. Write simple descriptive sentences, given two choices (e.g., John is tall, short).
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## Strand 4: Cultures

<p><b>Achievement Standard:</b>  <b>IV. <i>In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.</i></b></p>		
<p><b>Student Objectives</b></p>		
<p><b>Novice</b></p> <p>A. Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations. (e.g., bowing, shaking hands, Mr., Mrs., Miss).</p> <p>B. Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please).</p> <p>C. Respond physically and/or orally to demonstrate respect and/or courtesy (e.g., in South America the principal walks in room and students stand up; in Germany, students rap on desks to express approval).</p> <p>D. Participate in cultural activities and traditions (e.g., holidays, birthday, Saint's day, celebrations).</p> <p>E. Match animals with sounds perceived by target culture (e.g., rooster said "Cocorico" in France, "Quiquiriqui" in Spain, "Cucuricul" in Sweden).</p> <p>F. <i>Products of Culture</i></p> <p>G. Listen and respond simply to stories, songs, and rhymes of the target</p>	<p><b>Beginner</b></p> <p>K. Introduce self, family and/or teacher and respond to introductions.</p> <p>L. Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests.</p> <p>M. Name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, chopsticks, samovar tea ceremony etc.).</p> <p>N. Plan for and participate in a cultural activity (e.g., holidays, birthday, graduation) using customs of target culture(s). (e.g., decoration, ceremony, eating habits, etc.</p> <p>O. Recognize and write numbers according to cultural custom (e.g., one: 1, seven 7). When appropriate, count on fingers the way of target culture (e.g., starting with thumb, little finger, etc.).</p>	<p><b>Intermediate</b></p> <p>T. Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.).</p> <p>U. Describe selected ingredients in meals of the target culture.</p> <p>V. Listen and share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.</p> <p>W. Identify and name selected occupations that are specific to target culture(s) (e.g., matador, chocolate maker, shaman, etc.).</p> <p>X. Role play patterns of behavior and interactions of everyday settings in the target culture(s)</p> <p>Y. Participate in the creation of a group story on a cultural theme.</p> <p>Z. Identify and name selected commercial establishments in the</p>

<p>culture(s).</p> <p>H. Participate in children’s games representative of the target culture(s).</p> <p>I. Identify and color flags and a few landmarks of the target culture(s).</p> <p>J. Celebrate selected target culture national holiday with games, dances, songs, food, etc.</p>	<p>P. Name and identify tangible products of everyday living, such as housing, food and dress, (e.g., hacienda, villas, sushi, fondue, toga, lederhosen).</p> <p>Q. Listen to, observe, and perform expressions of the target culture(s) (e.g., children’s literature, music, art, dance, etc.).</p> <p>R. Create a calendar with cultural holidays.</p> <p>S. Celebrate selected target culture national holiday with games, dances, songs, food, etc.</p>	<p>target culture(s) (e.g., role play shopping).</p> <p>AA. Describe staples and dishes unique to target culture(s) and indicate order in which these are served (e.g., soup at end of Chinese course, salad and cheese at end of meal in France). Accept/ refuse appropriately offers of food.</p> <p>BB. Demonstrate a basic knowledge of the geography of the target culture(s).</p> <p>CC. Demonstrate the use of symbols and signs as a way of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.).</p> <p>DD. Use appropriate etiquette in initiating and responding to telephone conversations, e-mail and other types of communication.</p> <p>EE. Role play shopping practices in target cultures.</p> <p>FF. Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492).</p> <p>GG. Recognize age appropriate</p>
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		<p>fantasy heroes/heroines from the target culture(s) (e.g., Astérix, Mafaldo, Zorro, etc.).</p> <p>HH. Recognize and/or taste/make foods and crafts from target culture(s) (e.g., crêpes, job de Dies, origami).</p> <p>II. Identify and participate in sports activities and/or recess games typical of the target culture(s) (e.g., "chueca", the sport of the Mapuches, "pomme, pêche, poire" from France, "Doña Ana" from Puerto Rico.</p> <p>JJ. Identify architectural and/or engineering accomplishments of the target culture(s) (e.g., Eiffel Tower, Chichén Itzá, Inca highway, The Great Wall of China, etc.).</p> <p>KK. Celebrate selected target culture national holiday with games, dances, songs, food, etc.</p>
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## Strand 5: Connections (Interdisciplinary Mode)

<b>Achievement Standard:</b>		
<b>V. <i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</i></b>		
<b>Student Objectives</b>		
<b>Novice</b>	<b>Beginner</b>	<b>Intermediate</b>
<p>A. On a primary map or globe, point to country/region where the target language is spoken.</p> <p>B. Identify eight colors using clothing of children and pictures.</p> <p>C. Count 0 – 15.</p> <p>D. Identify the four seasons.</p> <p>E. Sing and dance to children’s music from target culture(s).</p> <p>F. Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.</p> <p>G. Follow simple directions through total physical response for activities typical of a physical education class (e.g., jump, run in place, crab walk, etc.).</p> <p>H. Identify select list of basic fruits and/or vegetables from target culture(s).</p>	<p>I. Count to 100 by 1’s, 2’s, 5’s, and 10’s.</p> <p>J. Tell time orally (hour and half hour).</p> <p>K. Classify selected objects by color, size and shape (e.g., small, red, triangle, etc.).</p> <p>L. Match animals with their food, homes, body parts, etc. (e.g., horse eats grass, bird lives in nest, elephant has trunk, etc.).</p> <p>M. Match and identify numbers on timeline and calendar.</p> <p>N. Calculate/solve simple math problems using numbers 1 – 10.</p> <p>O. Name seven days of week in culturally correct order. Name 12 months of the year in order.</p> <p>P. Identify unique characteristics of self and others, such as name, age, address and telephone number.</p>	<p>Z. Count and use numbers between 0 and 1000 to do the four operations (add, subtract, multiply and divide).</p> <p>AA. Identify geometric shapes in works of art and illustrations from authentic children’s literature (e.g., square, triangle, circle, etc.).</p> <p>BB. Tell time orally and in writing (hour, half hour, quarter hour, minutes and military time).</p> <p>CC. Classify foods according to colors, shapes, and food groups (e.g., the orange is orange, round, fruit).</p> <p>DD. Convert or authentic recipe from metric measurement to standard and then make recipe for class.</p> <p>EE. Create a classroom model, label it and describe with simple target language (e.g., solar system, a Roman villa, an outdoor market, an architectural landmark, etc.).</p>

	<p>Q. Use a thermometer to determine C° or F° scale (up to 100° F).</p> <p>R. Use a centimeter ruler to measure classroom objects and/or children in class. Explore some other measuring instruments (e.g., weigh children in kilos, measure volume, etc.).</p> <p>S. Recognize geographic features of the target country(s) (e.g., capital, big cities, rivers, mountains, oceans).</p> <p>T. Explore simple patterns found in music, nature, art and literature.</p> <p>U. Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content- based units. (e.g., The quetzal is a <u>bird</u>. "Hola" and "ola" are <u>homophones</u> (homo(ros)).</p> <p>V. Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.</p> <p>W. Play authentic instruments of target culture(s) to explore music and rhythms.</p> <p>X. Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.</p>	<p>FF. Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, ethnic groups, etc.).</p> <p>GG. Match puzzle-type shapes and places of five or six regions or countries of target culture(s) on primary map of the world.</p> <p>HH. Create an original work of art then describe it in the target language.</p> <p>II. Recognize contemporary music of the target language (e.g., Selena, Inti Illimani, Céline Dion, etc.).</p> <p>JJ. Recognize some famous figures whose native language is the target language. Make a collage to include picture of person, origin, occupation and/or reason for being a celebrity.</p> <p>KK. Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may be up to the teacher's discretion and include meeting a famous person, seeing the sites, sample products of the country, etc.</p> <p>LL. Participate in cultural market as buyer and seller of typical goods.</p>
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	<p>Y. Use five senses to observe environment (native and/or school setting) and will acquire simple vocabulary to describe what they are seeing, hearing, smelling, tasting and touching.</p>	<p>(e.g., I need 2 kg. of rice. How much does it cost?).</p> <p>MM. View authentic artifacts, works of art and illustrations in children’s literature drawn from the target culture and will use adjectives to describe what they see. (e.g., Teacher asks “What color is the llama?” _____ “brown”. “Is the flower pretty or ugly? _____ “pretty”).).</p> <p>NN. Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.</p> <p>OO. Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content- based units. (e.g., The quetzal is a <u>bird</u>. “Hola” and “ola” are <u>homophones</u> (homo(oros).</p>
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## Strand 6: Connections (Intradisciplinary Mode)

**Achievement Standard:**

**VI. *In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.***

**Student Objectives**

<b>Novice</b>	<b>Beginner</b>	<b>Intermediate</b>
<p>A. Through cassettes, videos, CDs, etc. listen and teach to authentic music/songs, and/or folktales, fables and legends known to children of target culture.</p> <p>B. Watch movies that demonstrate an authentic lifestyle not necessarily exclusive to the target language such as Madeline, Barbar.</p> <p>C. Watch videos of dances and/or celebrations in the target culture in preparation for their own celebration.</p> <p>D. Receive and share information about the members of local families from any global culture(s) (e.g., native speakers in traditional costumes present with realia).</p> <p>E. Examine native crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology and/or library.</p>	<p>F. Make a typical craft of the native culture(s) (e.g., Mardi Gras or African Mask, origami, piñata, etc.).</p> <p>G. Explore and create a visual of a menu of one meal (breakfast, lunch, dinner or assorted desserts) typical of the target culture(s).</p> <p>H. Research and retell a folktale using a multimedia approach.</p> <p>I. Using Internet, newspaper, or other sources, record and graph in target language, the weather in capital city or other town of target country for 1 week.</p>	<p>J. Complete authentic travel document forms (e.g., passport, visa, etc.)</p> <p>K. Retell a modified version of an authentic story (fable, legend and/or folktale) using multimedia sources.</p> <p>L. Research and make a typical craft of the native culture(s) (e.g., Mardi Gras or African Mask, origami, piñata, etc.).</p> <p>M. Explore everyday events (e.g., school, sports, shopping) which occur in the target country(s) using multiple sources.</p> <p>N. Conduct and interview with an immigrant or exchange student from the target culture(s).</p> <p>O. Research and create a display (showcase or bulletin board) of figures (e.g., people in native costume, musical instruments, crafts, toys, children’s literature, etc.) May use pictures and text from computer technology, library and/or realia from home or teachers).</p>

## Strand 7: Comparisons Among Languages

<p><b>Achievement Standard:</b>  <b><i>VII. In at least one language other than English, students will demonstrate literacy and an understanding of the nature of the language through comparisons across the languages.</i></b></p>		
<b>Student Objectives</b>		
<b>Novice</b>	<b>Beginner</b>	<b>Intermediate</b>
<p>A. Address the world language teacher appropriately in the target language using courteous language and body language, followed by addressing the classroom teacher appropriately and courteously in English.</p> <p>B. Identify and use (in greetings) titles for school personnel (e.g., Mr., Mrs., Miss for principal, librarian, etc.</p> <p>C. Practice writing simple words in target language (e.g., names, label for classroom objects, animals to label drawings, etc.</p> <p>D. Respond to alphabet cards in L1 and L2 identifying which are from L1 and which are from L2. Respond similarly to eight or ten flash cards from theme (e.g., animals, classroom objects) that portray picture.</p>	<p>E. Compare names in English with closest equivalent in target language.</p> <p>F. Answer the phone using appropriate expression in the target language</p> <p>G. Recognize the writing system (alphabet and numbers) of the target language (e.g., kanji in Japanese, Chinese characters, Cyrillic alphabet, some differences in European languages, such as cross F's, accents, etc.).</p> <p>H. Recognize some differences in the sound systems of the English language and target language (e.g., "n" in Spanish, "zh" in Chinese, "eu" in French).</p> <p>I. Recognize simple cognates. Identify through listening and reading which words from a list are cognates.</p> <p>J. Recognize differences in writing</p>	<p>L. Recognize roots in two languages and compare cognates.</p> <p>M. Recognize sounds and short words from target language that do not exist in English (e.g., students hear "llama" pronounced in English and Spanish and they distinguish which is L1 and which is L2.).</p> <p>N. Recognize that languages are inter-related and belong to language family(s), (e.g., Count to ten in two or three related languages and compare).</p> <p>O. Identify simple indicators of gender and number in target language that is different from English (e.g., in Spanish, usually male people and animals end in "o", and female people and animals end in "a".</p> <p>P. Compare word order in simple phrase or expression (e.g., red car,</p>

	<p>systems (e.g., print, symbols, syllabic, alphabets, characters, orientation of written language, and punctuation conventions (e.g., read right to left in Hebrew, use upside down exclamation points in Spanish, etc.).</p> <p>K. Recognize that letters/ characters can represent different sounds in target language and in English (e.g., Vowels, Key consonants, etc.). Read aloud simple monosyllabic and bi-syllabic words demonstrating capacity to closely reproduce sounds and comprehension of which letters/ characters represent those specific sounds.</p>	<p>car red, beautiful Mexico, "Mexico lindo".</p> <p>Q. Compare suffixes that denote simple concepts such as size, affection, beauty, etc.(e.g., "into" and "on" Spanish; "chen" in German, etc.</p> <p>R. Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language. Illustrate some of these words, (e.g., rodeo, kindergarten, etc.)</p> <p>S. Identify language characteristics which may or may not be present in English (e.g., formalities, levels of politeness, formal and informal language, different registers of language, etc.).</p>
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## Strand 8: Comparisons Among Cultures

<b>Achievement Standard:</b> <i>VIII. In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i>		
<b>Student Objectives</b>		
<b>Novice</b>	<b>Beginner</b>	<b>Intermediate</b>
<p>A. Imitate common gestures of the target culture(s) (e.g., bowing, hand-shaking, kissing on cheeks, embracing, etc.) Imitate greeting and farewell behaviors appropriate to target culture(s).</p> <p>B. Recognize the similarities and differences in the representation of animal sounds in the two languages/cultures (e.g., rooster is perceived as making different sounds – in English “cock-a-doodle-doo”, in French “cocorico,” in Spanish “Quiquiriqui.”) and differences in the representation of environmental sounds in the two languages/cultures (e.g., train is perceived as “clac-clac-clac” in Spanish, “hong-long, hong-long” in Chinese and “choo-choo” in English).</p> <p>C. Recognize pictures of target country peers in their school or everyday clothes (e.g., school uniform in some public schools abroad versus T-shirts and blue jeans in Connecticut).</p> <p>D. Identify toys and/or games of the target culture and compare with</p>	<p>F. Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing “Las Mañanitas” or piñata.).</p> <p>G. Recognize selected food from target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skills, “calaveras de azúcar” for The Day of the Dead in Mexico).</p> <p>H. Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling “Parranda” in Puerto Rico using “maracas”, “guiro”, “cuatro” and guitar singing “aguinaldos” such as “Los Tres Santos Reyes” as compared to usually no instruments for carolers who sing “We Three Kings of Orient Are.” Also, climatic difference, hence, clothing difference for caroling activity.</p>	<p>M. Compare weather and consequences (dress, sports, foods, houses, etc.) in a target culture city/town with Connecticut city/town. Make collage/poster of weather comparison highlighting a theme (e.g., hot weather in southern Mexico – women wear huipil/men wear light cotton shirts, pants and sandals as compared to four seasons in Connecticut with appropriate clothing).</p> <p>N. Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.</p> <p>O. Compare and contrast meals and eating styles/practices in the target culture(s) with North American equivalents (e.g., cheese is served before meal in US and after meal in France).</p> <p>P. Compare and contrast dress (e.g., modern/urban and clothing for special holidays) in two cultures. Draw pictures and label in target language. Present to class.</p>

<p>toys/games of children from the United States (e.g., "el trompo" and "el emboque" are toys from many Latin American countries composed to marbles, pegs or the latest fad in children's toys).</p> <p>E. Identify pictures of houses and stores typical of target culture(s) and of Connecticut.</p>	<p>I. Compare and contrast through Venn diagrams how selected holidays are celebrated in target culture(s) and in US (e.g., on Independence Day in both US and Chile, people eat picnics/cook-outs but, in US the menu is usually hotdogs and hamburgers, whereas in Chile people usually eat "empanadas").</p> <p>J. Plan a menu associated with two similar holidays in two cultures (e.g., cut and past pictures as a group project and present in target language).</p> <p>K. Identify dolls, pictures and/or photos of people in traditional/folkloric clothing at the target culture(s) and compare with costumes for American traditions/folklore (e.g., costumes of Veracruz and square dancing outfits).</p> <p>L. Experience/taste fruit or deserts/pastries are native to target culture(s) and compare with fruits/desserts/pastries typical of USA (e.g., mango vs. apple/crepe vs. cookie).</p>	<p>Q. List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/ girl wakes up at _____ a.m. etc.</p> <p>R. Compare and contrast the role of selected family members in both cultures (e.g., the grandmother in USA often lives far away/the grandmother in _____ lives with the family). Present to class in target language with pictures.</p> <p>S. Illustrate/write about how birthday, Saint's Day or "coming of age" is celebrated in both cultures (e.g., compare "quinceañera" party in Mexico with Bas Mitzvah in CT).</p> <p>T. Compare daily living in both cultures (e.g., food, school, leisure, grocery shopping, etc.).</p> <p>U. Discuss in very simple target language, the roles of men, women, and children in their own cultures (e.g., the father works in the office; the mother sells at the market; the children go to school and help in the market).</p> <p>V. Compare and contrast superstitions in target language/culture(s) and in USA. (e.g., bad luck on Friday 13<sup>th</sup> or</p>
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		<p>Tuesday 13<sup>th</sup> a South American good luck brought by rabbit's foot or chimney sweep in Germany and Switzerland or Ekeko in Bolivia).</p> <p>W. Describe orally and in written language a holiday in US and a similar celebration in target culture explaining similarities and differences (e.g., On New Year's Eve in Spain each family member eats twelve grapes/in US people watch TV or go to parties.</p> <p>X. Create a "mock" marketplace typical of target countries) and assign rolls to students to represent vendors and customers. Buy and sell with play target currency. Bargain and/or trade according to norms of culture.</p> <p>Y. Recognize and identify inventory that is typical of target culture that would not usually be present in a US supermarket.</p> <p>Z. Identify cultural activities/sports that take place according to seasons and compare with similar US activities/sports. (e.g., skiing takes place in both Germany and US in winter, hiking in summer activity, more prevalent in Germany than USA.)</p>
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## Strand 9: Communities

<p><b>Achievement Standard:</b>  <b><i>IX. In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment and active participation.</i></b></p>		
<p><b>Student Objectives</b></p>		
<p><b>Novice</b></p> <p>A. Introduce themselves in the target language to native – speaker peers in their school and community.</p> <p>B. Recognize local neighborhoods where the language is spoken (through sister school field trips, pen-pals, photographs, etc.).</p> <p>C. Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street,” on cereal boxes, etc.).</p> <p>D. Look at pictures/read simple text in authentic story book and/or picture dictionary.</p> <p>E. Listen to/sing/recite songs and nursery rhymes from target culture(s).</p> <p>F. When/If possible, attend multicultural/international fair with parents/friends, etc.</p>	<p><b>Beginner</b></p> <p>G. Visit local establishments owned and managed by native speakers.</p> <p>H. Use community resources to explore target cultures.</p> <p>I. Attend/participant activity in target culture festival.</p> <p>J. Attend children’s movie/theater/sports event delivered in target language with customs from target culture.</p> <p>K. When/If possible, attend multicultural/international fair with parents/friends and participate in activities such as making crafts, dance, eating, etc.</p>	<p><b>Intermediate</b></p> <p>L. Identify and describe professions in the US which require proficiency in the target language studied.</p> <p>M. Plan an imaginary trip to a country of the language that includes itinerary, budget, transportation, etc.</p> <p>N. Use the country’s currency on the imaginary trip.</p> <p>O. Perform a story/play/skit/song &amp; dance in the target language to be presented to the class and/or school community.</p> <p>P. Design/prepare thematic bulletin board/showcase display of an aspect of target culture with labels in target language (e.g., dolls, postcards, musical instruments, etc.).</p> <p>Q. Exchange information about school, town and state with foreign pen pals or pen pals from other Diocesan schools where target language is spoken.</p>

		<ul style="list-style-type: none"> <li>R. Imitate communication in the target with native-speaking peers of the target culture (e.g., Diocesan school exchange, pen pals with videotaping, etc.).</li> <li>S. Collect and read advertisements of products/video clips from target language/culture(s).</li> <li>T. Explore cultural components on the Internet.</li> <li>U. Plan a field trip to an ethnic restaurant with menus in target language and speak to waiter in target language.</li> <li>V. Travel (true or vicarious trip) with family on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.</li> </ul>
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## Advanced/High School

### Strand 1: Communication

<p><b>Achievement Standard</b></p> <p>I. In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p>	
<p><b>Student Objectives</b></p>	
<p><b>Advanced</b></p>	<p><b>High School</b></p>
<p>A. Respond to factual and interpretive questions audibly and clearly, varying pace, tone, and stress to enhance meaning.</p> <p>B. Orally express own thoughts, ideas, opinions and emotions (e.g., express approval, disapproval, wants, preferences, ask and answer what one likes best, give and respond to compliments).</p> <p>C. Describe themselves, a best friend, a favorite celebrity, etc.</p> <p>D. Take part in longer exchanges with others using more interrogation (e.g., What, When, Which, Where, Who, How many, How much, How and Why) and ask about clubs, sports, favorite musicians, movies, etc.).</p> <p>E. Talk with others about personal activities (e.g., school, home, scouts, sports, etc.).</p> <p>F. Exchange opinions, feelings and emotions (e.g., I'm proud, I admire the hero, I hate drugs etc).</p> <p>G. Respond with simple, appropriate social expressions (e.g., idioms such as "I have hunger" vs. "I am hungry", "It makes cold" vs. "It is cold out").</p>	<p>H. Expand on idioms (e.g., "I know it like the back of my hand.").</p> <p>I. Defend position on given social topic.</p> <p>J. Preview video without sound and write own dialog.</p> <p>K. Debate the value of specific cultural traditions.</p> <p>L. Discuss with a partner or group details of plans and people, (e.g., dream home, ideal vacation, ideal friend, etc.</p> <p>M. Demonstrate an awareness of dialects and regional variations</p> <p>N. Describe a conflict/present a solution.</p> <p>O. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.)</p> <p>P. Relate the sequence of a movie video without the sound.</p> <p>Q. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.)</p> <p>R. Identify customs from target cultures that have been</p>

	<p>assimilated to daily life in the U.S. (e.g., Taco Bell, Piñata at parties).</p> <p>S. Initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios).</p> <p>T. Express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.</p> <p>U. Engage in extended conversations on a variety of topics.</p> <p>V. Interpret information presented visually (through art, drama, etc).</p> <p>W. Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18).</p>
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## Strand 2: Communication Interpretive Mode

<b>Achievement Standard</b>	
II. Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>A. Read and respond creatively to texts (designing a poster, making a graph, etc.)</li> <li>B. Continue to explore cultural components of Internet.</li> <li>C. Watch and answer questions on taped sporting or other social activities.</li> <li>D. Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</li> <li>E. Use a dictionary to validate choice of language.</li> </ul>	<ul style="list-style-type: none"> <li>F. Express viewpoint on authentic magazine or newspaper article.</li> <li>G. Read and summarize an authentic magazine or newspaper article.</li> <li>H. Summarize or establish the sequence of events in a familiar recorded new story (e.g., Tour de France).</li> <li>I. Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</li> <li>J. Read and respond creatively to texts by scripting a skit.</li> <li>K. Write an editorial on a current issue.</li> <li>L. Characterize the tone, mood, and/ or point of view of one or more speakers.</li> <li>M. Create class web page.</li> <li>N. Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).</li> <li>O. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).</li> <li>P. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).</li> <li>Q. Read a story and represent sequence of events through</li> </ul>

	<p>pictures, words, music, drama (e.g., comic strip).</p> <p>R. Use target language to validate choice of vocabulary.</p> <p>S. Obtain information through email.</p> <p>T. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>U. Examine and discuss socio-cultural elements represented via the Internet.</p> <p>V. Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p>
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### Strand 3: Communication (Presentational Mode)

<b>Achievement Standard</b>	
III. Students will present information, concepts and ideas to listeners or readers on a variety of topics.	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>A. Write and act out a commercial with a group.</li> <li>B. Write brief paraphrases and summaries on teacher-given topics.</li> <li>C. Represent information visually.</li> <li>D. Identify orally the setting, main characters and events in narrative texts (e.g., linear and circular story mapping).</li> <li>E. Design own form(s) of announcements.</li> <li>F. Write simple letters about self and school.</li> <li>G. Create original poem and illustrate it on a poster.</li> <li>H. Write a simple narrative or description on a given topic (e.g., an account of an event, a problem, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>I. Fill in authentic forms (e.g., magazine subscriptions, invitations).</li> <li>J. Take notes from recorded phone messages.</li> <li>K. Extract information from timetables, menus, advertisements.</li> <li>L. Narrate/give an oral report in present, past and future times.</li> <li>M. Write an editorial based on teacher-designed topic.</li> <li>N. Respond in writing to personal questions.</li> <li>O. Write and present an original story.</li> <li>P. Complete authentic forms and documents (e.g., passport, driver's license, job application).</li> <li>Q. Take detailed notes on given topic via video.</li> <li>R. Retell events of a video using detailed notes.</li> <li>S. Write a well-organized paragraph.</li> <li>T. Proofread and peer-edit paragraphs.</li> <li>U. Adjust spoken presentation to suit the audience.</li> </ul>

V. Write a business letter.

### Strand 4: Cultures

<b>Achievement Standard</b>	
IV. Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<p>A. Use appropriate etiquette in initiating and responding to telephone communication.</p> <p>B. Demonstrate understanding of purchasing power of the currency of the target culture.</p> <p>C. Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate effects type of dwelling, food, mealtime, etc.).</p> <p>D. Identify chores of each member of the family in the target culture.</p> <p>E. Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Anders, Alacama desert, Antarctica and Pacific Ocean).</p> <p>F. Demonstrate a basic knowledge of the history and geography at the people/countries of the target culture(s).</p> <p>G. Interpret military/train station time (hours only) e.g., The train leaves at 22:00 – 10:00 pm).</p> <p>H. Recognize the regions of the target culture(s).</p>	<p>V. Identify subculture(s) within the target culture(s) (e.g., differences in "Spanish" cultures among Spain, Mexico, Puerto Rico, etc.).</p> <p>W. Identify socio-cultural elements represented in texts (e.g., idioms, proverbs, humor, etc.)</p> <p>X. Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.</p> <p>Y. Identify the status of various occupations in target cultures(s) (e.g., status of teachers in Japan and Germany, status of nurses, engineers, etc. in western cultures).</p> <p>Z. Identify and describe various values reflected in food, clothing, and shelter in the target culture(s) e.g. kosher taboos, French herbal teas, extended family living quarters.</p> <p>AA. Discuss how the roles of men and women and their occupations are changing.</p> <p>BB. Describe attitudes toward money in the target culture(s).</p> <p>CC. Identify practices and beliefs with regard to body</p>

<p>I. Identify the sports activities in the target culture(s).</p> <p>J. Identify how people in the target culture(s) interact with their environment (e.g., living space, modes of transportation, recreational space).</p> <p>K. Identify artwork (visual and performing arts) as a reflection of the target culture(s).</p> <p>L. Dramatize simplified authentic folktales from the target culture(s).</p> <p>M. Identify and describe elements of subculture(s) within the target culture(s) (e.g., music genre, poems, dress, and folktales).</p> <p>N. Use appropriate etiquette in public places.</p> <p>O. Compare shopping practices in the target culture(s) (e.g., bartering, bargaining, a set price).</p> <p>P. Identify utilitarian and/or esthetic objects of the target culture(s) (e.g., chopsticks, Russian dolls, boleadoras).</p> <p>Q. Name and explain the significance of some national and/or festivals from the culture(s) (e.g., flags, currency, commercial products, signs).</p> <p>R. Access target culture(s) cookbooks to make traditional holidays foods.</p> <p>S. Prepare a timeline to compare important events within a limited period of time in US history and the target culture's history.</p> <p>T. Describe the regions of the target culture(s).</p>	<p>hygiene.</p> <p>DD. Research a cultural region of the target culture(s).</p> <p>EE. Compare the contributions in sports between the target culture(s) and the U.S.</p> <p>FF. Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.</p> <p>GG. Identify and analyze the role of television in shaping attitudes and values in the target culture(s).</p> <p>HH. Describe styles of architecture used to design monuments.</p> <p>II. Identify and name forms of government and major political leaders in the target culture(s) (e.g., monarchy, social democracy, dictatorships).</p> <p>JJ. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open air markets, plazas, walled houses and cities, modes of transportation).</p> <p>KK. Compare how artists use universal themes in the U.S. and in the target culture(s) (e.g., love, grief, friendship, beauty).</p> <p>LL. Compare form(s) of government in the roles of the major political leaders in the target culture(s) with those of the U.S.</p> <p>MM. Identify emigration and immigration patterns to and from target culture country.</p> <p>NN. Identify ways of life, family structures and pastimes</p>
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<p>U. Compare and contrast the role of television in the target culture(s) and the US.</p>	<p>from written, oral, and visual texts (e.g., video clips from a Mexican or Puerto Rican quinceañera celebration).</p> <p>OO. Identify the perspectives and practices in regard to what causes and/or cures illness or death.</p> <p>PP. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.</p> <p>QQ. Exchange opinions with classmates on social issues from the target culture.</p> <p>RR. Identify culturally appropriate wording in formal correspondence.</p> <p>SS. Recognize elements of humor, irony, and satire in the target language and culture.</p> <p>TT. Name technology present in daily lives in target culture(s) (e.g., MINITEL, TV, radio, banks and exchanges).</p> <p>UU. Recognize use of slang, dialectics, and regionalisms in conversations.</p> <p>VV. Interpret and respond appropriately to nonverbal cues and body language.</p> <p>WW. Determine the appropriate distance to maintain while talking to someone, depending on the situation.</p> <p>XX. Study and experience the literature and arts that depict target cultural products, practices, and perspectives.</p> <p>YY. Study and analyze the forms of government and political leaders in the target culture(s).</p>
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	<p>ZZ. Research the role of film (movie) in the target culture.</p> <p>AAA. Identify and recreate products and practices that represent subculture(s) of the target culture (e.g., Creole food, Algerian clothing, reggae music).</p> <p>BBB. Identify the economic situation of the target culture country and its position in the global economy.</p> <p>CCC. Explore the role religion and religious institutions play in the target culture.</p> <p>DDD. Exchange opinions with pen pals from the target culture(s) on social issues (e.g., dating practices, current fashions, movies, pastimes).</p> <p>EEE. Describe cultural achievements and/or symbols of the target culture(s) (e.g., Mona Lisa, Statutes of Simon Bolivar, Fados of Portugal, castles, cathedrals, pyramids and fountains).</p>
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## Strand 5: Connections (Interdisciplinary)

<b>Achievement Standard</b>	
V. Students will reinforce and expand their knowledge of other areas of study through the world language.	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<p>A. Tell time according to the 24-hour clock.</p> <p>B. Count foreign currency and make simple (rounded off) conversions (e.g., 3 to 1 conversion).</p> <p>C. Convert foreign currency of target countries, checking for accuracy with a calculator.</p> <p>D. Complete simple operations with fractions – half, quarter, third, eighth (e.g., <math>\frac{1}{4} + \frac{1}{4} = \frac{1}{2}</math>).</p> <p>E. Count with ordinal numbers up to the “tenth one” using items from another domain (e.g., the fifth musician is Brahms, the second musician is Beethoven).</p> <p>F. Perform geometric functions in the target language (e.g., area, volume, etc.) and measure the distance between objects (e.g., in the solar system, between famous monuments, etc.).</p> <p>G. Answer questions orally regarding concepts covered in content related or content based units. (e.g., the sloth lives in the canopy of the rainforest. Castles change(d) from fortresses to luxurious homes.</p> <p>H. Observe and record weather forecasts using authentic newspapers and/or video weather reports.</p> <p>I. Recognize characteristics/ style of three to five famous</p>	<p>O. Tell time according to the 24-hour clock.</p> <p>P. Tell time according to the 24-hour clock.</p> <p>Q. Use metric system to describe personal attributes/abilities (e.g., height, weight, athletic record, etc.).</p> <p>R. Demonstrate ability to use large numbers in real life situations (e.g., buying a car, taking a trip, renting a house).</p> <p>S. Examine and describe unusual weather patterns (e.g., el Niño, le Mistral).</p> <p>T. Examine 21<sup>st</sup> century developments in the areas of arts, music, and literature in the target culture(s).</p> <p>U. Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p> <p>V. Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).</p> <p>W. Use a map to retrace the military campaigns/journeys of famous historical/regentary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>X. Give examples of social, political and economic</p>

artists/musicians and draw or paint a picture or make music/rhythm in this style (e.g., French Impressionists, Mexican Muralists, etc.).

- J. Observe and record weather forecasts.
- K. Identify how music, art, and literature reflect the target culture.
- L. Use simple social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.).
- M. Respond to folktales, fables and legends known to children of target culture(s).
- N. Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may be up to the teacher's discretion and include meeting a famous person, seeing the sites, sample products of the country, etc.

interdependence of the home and target culture(s).

- Y. Use numbers to 1 million.
- Z. Conect professions with their qualifications (e.g., apprenticeships, higher education, degrees, skills and interests, etc.).

## Strand 6: Connections (Accessing Information)

<b>Achievement Standard</b>	
VI. 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.	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>A. Read a TV schedule train, train, and bus schedule from the target culture.</li> <li>B. Identify jobs from American classified ads that require the target language.</li> <li>C. Use TV shows, videos, etc. to explore aesthetic concepts of the target culture.</li> <li>D. Use "Key pals" from target culture(s) to exchange holiday information.</li> <li>E. Use target language sales notices to make purchases within a specific budget.</li> <li>F. Listen to recordings of contemporary music from target language musicians and identify three different styles and/or musicians.</li> <li>G. Use maps, charts, and globes in target language to identify weather/climate, patterns, natural resources, native products, modes of transportation, etc.</li> <li>H. Use the Internet to access current events in target language from Target culture(s).</li> <li>I. Use the Internet t access current events from the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>J. Research, record, and report scores of an athletic event.</li> <li>K. Use the Internet to record a log of weather conditions in the target country.</li> <li>L. Use the Internet to find employment opportunities in the target culture.</li> <li>M. Use popular magazines from the target culture to identify and describe social conventions about adolescents.</li> <li>N. Read, listen to and view works of literature and arts that describe contemporary life in the target culture.</li> <li>O. Review typical current TV commercial clips and create a simplified advertisement for a product from the target culture.</li> <li>P. Plan a daily schedule based on a weather forecast.</li> <li>Q. Read and interpret authentic, fairly current schedules (e.g., TV music, train, plane, bus, etc.</li> <li>R. Use the Internet to access current events in target language from Target culture(s).</li> <li>S. Access and organize information through authentic language text and media to contribute to a topic being discussed in a</li> </ul>

	<p>different class.</p> <ul style="list-style-type: none"><li>T. Research current weather conditions in target language countries via Internet.</li><li>U. Observe and record information about societal issues in the target culture through a variety of authentic texts and media.</li><li>V. Complete an authentic job application from the target culture.</li></ul>
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## Strand 7: Comparison Among Languages (Language Comparisons)

<b>Achievement Standard</b>	
VII. Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<p>A. <i>In English</i>, cite and use borrowed words from other languages and hypothesize why languages in general need to borrow words.</p> <p>B. Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>C. Identify the use different titles of address used in the target country and the U.S.</p> <p>D. Initiate telephone conversation and compare differences in telephone etiquette in the target and their own cultures. (e.g., state one’s identity, ask to speak to someone, ask when someone will return, state that they will call again, conclude a call).</p> <p>E. Recognize that vocabulary conveys different meanings in various contexts</p> <p>F. Compare nuances of meanings and pronunciation of cognates. Discuss false cognates and draw two different meanings (e.g., “trampa” in Spanish and “tramp” in English).</p> <p>G. Compare concept of gender in English and target language (e.g., “lion and lioness” versus “le lion et la lionne.”</p>	<p>L. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).</p> <p>M. Demonstrate differences in writing systems.</p> <p>N. Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>O. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>P. Recognize that vocabulary conveys different meanings in various contexts within different cultures.</p> <p>Q. Recognize the existence of language varieties within cultures through dialect comparisons.</p> <p>R. Demonstrate how idiomatic expressions reflect culture.</p> <p>S. Generate idiomatic expressions in both the native language and the target language and discuss how idiomatic expressions work in general.</p> <p>T. Identify idiomatic expressions appropriate to a given situation in the target language.</p>

<p>H. Compare and contrast differences and similarities in the pronunciation systems. Give examples that are more complicated than in earlier years. (e.g., “esdrújulas” in Spanish, diphthongs and triphthongs in many languages).</p> <p>I. Discuss how idiomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication.</p> <p>J. Illustrate proverbs and compare with equivalent translation in English (e.g., “It’s raining cats and dogs” with Spanish version, “Está lloviendo a chorros/ cántaros”. (It’s raining spears/jarfuls).</p> <p>K. Give examples of words borrowed from one language and used in another and develop an understanding of the process of borrowing.</p>	<p>U. Select and use appropriate title of address in the target language in a given situation.</p> <p>V. Identify and compare differences in telephone etiquette in the target and native languages.</p> <p>W. List and compare corresponding words with their social meanings in their particular cultures.</p>
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## Strand 8: Comparison Among Cultures (Culture Comparisons)

<b>Achievement Standard</b>	
VIII. Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.	
<b>Student Objectives</b>	
<b>Advanced</b>	<b>High School</b>
<p>A. Describe appropriate clothing and celebration activities for different holidays/ceremonies (e.g., gifts, etc.).</p> <p>B. Describe a leisure activity in both native and target culture using the target culture.</p> <p>C. Describe an article or outfit in modern or traditional dress using the target language.</p> <p>D. Compare and contrast work activities of people in US with similar and different occupations in target cultures (e.g., doctors and nurses in both countries; however bullfighter in Spain as compared to basketball player in US).</p> <p>E. Compare and contrast school and family life in the target culture and the USA (e.g., extended family living under one roof or getting together every weekend, respect for parents, teachers, etc.).</p> <p>F. Compare and contrast beliefs regarding sickness and ____?_____ (e.g., role play US doctor attending to broken arm and Chinese acupuncturist attending to patient's pain).</p> <p>G. Compare and contrast folktales and animal stories in US children's literature and authentic cultural literature in simplified language (e.g., Simple Simon and Juan Bobo, image of fox in both cultures).</p> <p>H. Compare and contrast male and female heroes from both cultures and how people celebrate their heroes (e.g.,</p>	<p>I. Choose a profession and tell about the career in both cultures.</p> <p>J. Compare and contrast seasons and weather conditions of the target countries.</p> <p>K. Compare and contrast the concept of "snacks" in the two cultures.</p> <p>L. Discuss the similarities and differences between one's own culture and the target culture as represented in the media and/or literature.</p> <p>M. Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.</p> <p>N. Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>O. Compare and contrast a typical "lunch" at home and in the target culture.</p> <p>P. Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).</p> <p>Q. Compare and contrast career choices and social roles in the target cultures and their own.</p> <p>R. Analyze the relationship between cultural stereotyping and its implications in different cultures. Recognize the contributions of other parallel cultures (e.g., Native</p>

equestrian statues, legends, pictures, etc.).

American, African, and European) to the target culture.

### Strand 9: Communities

#### Achievement Standard

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

#### Student Objectives

##### Advanced

- A. Observe, take notes, and write a summary of an interview with a speaker of the target language.
- B. Write to embassies/ consulates/cultural centers of target culture/countries and request cultural materials.
- C. Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.
- D. Prepare article for school newspaper in target language about cultural aspects of target countries.
- E. Compare cost of previous year's imaginary travel to cost of same travel in current year.
- F. Exchange information with foreign pen-pal on topics of personal interest, community interests, and world concerns.
- G. Participate in a language immersion experience (e.g., language, camp, travel).
- H. Research a famous native speaker and present to class.
- I. Establish and maintain communication with peers in the target culture.

##### High School

- L. Write to international corporations requesting information on job qualifications that include a second language.
- M. Compile a list of local part-time positions that have a need for proficiency in the target language.
- N. Re-enact famous target culture tales and stories for younger students.
- O. Use target language to request information about employment and career opportunities for bilingual speakers.
- P. Read and discuss articles in the target language on the global market.
- Q. Host a native speaker of the target language.
- R. Exhibit familiarity with stock and bond markets of the target country.
- S. Teach some of the target language to peers or younger children.
- T. Familiarize native speaker of the target language with the school community in the target language.

<p>J. Watch and listen to TV or radio broadcasts in the language studied.</p> <p>K. Attend at least two plays, concerts, or cultural celebrations.</p>	<p>U. Create a portfolio showing involvement in at least 10 leisure activities where the target language was heard/ read/spoken by the student.</p> <p>V. Explore an area of interest on the Internet.</p> <p>W. Write or give a review of a cultural event/performance attended.</p> <p>X. Explore international shopping market on the Internet.</p> <p>Y. Explore opportunities to live and study in a target language culture.</p>
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## **Catholic Social Teaching Strategies for World Language Instruction**

In the study of world language, the integration of Catholic social teachings is approached mainly on a *thematic basis*.

### **As it applies to the novice and beginning level learners:**

- ✠ Teach vocabulary/expressions that show respect
- ✠ Teach songs, rhymes, and poems that show and promote respect for oneself, others, and the environment
- ✠ Encourage group projects to learn cooperation and mutual respect
- ✠ Promote the respect, understanding, and appreciation of diversity among cultures (food, holidays, traditions, artwork, greetings, the arts, etc.)

The goal of teaching younger students about themes such as “Stewardship of Creation,” “Option for the Poor and Vulnerable,” etc., is achieved through general yet clear methods. In this way, children are learning these valuable principles without becoming confused or indifferent. Rather, they learn the “basics” while having fun and wanting to understand and appreciate.

### **As it applies to the intermediate and advanced learners:**

- ✠ Begin and/or end classes with prayer in the target language. These prayers may be rotated by marking period or semester as appropriate for each proficiency and grade level.
- ✠ Prepare and actively participate in a Mass or liturgy in a target language. This is a culminating celebration that beautifully integrates Catholic social teachings and actively involves students in a variety of capacities.
- ✠ Organize a celebration involving food, song, clothing, traditions and customs of all languages offered in a school for a school culture day. This manifests Catholic social teachings in a celebration of world languages at all grade levels.

### **As it applies to the high school learner:**

In addition to the above mentioned, at the high school level, thematic Catholic social teaching topics are more deeply explored across the various world languages offered. The following is a suggested outline:

#### **Life and Dignity of the Human Person**

- Abortion laws
- WWI and WWII
- Plight of the immigrants

#### **Call to Family, Community, and Participation**

- Equality of men and women
- Multigenerational aspect of family
- Understanding Spanish family customs
- Grandparents living with the Spanish family (extended family values)

### **Rights and Responsibilities**

- Elections
- Driver's licenses
- Importance of honor during the Golden Age
- College bound students' responsibilities

### **Option for the Poor and Vulnerable**

- Doctors Without Borders
- Bad treatment of the Indians during the Spanish conquest

### **The Dignity of Work and the Rights of Workers**

- Unions
- Immigrants
- Unfair Spanish labor laws during the conquest

### **Solidarity**

- Multiculturalism
- Spanish community viewed as a large family
- Importance of supporting peace and justice

### **Care of God's Creation**

- Ecology
- Responsibility to protect the world as they do in South America

## TECHNOLOGY RESOURCES

- **General Technology Help**
  - **CGI Resource Index:** [http://cgi.resourceindex.com/Programs\\_and\\_Scripts/Perl/Tests\\_and\\_Quizes/](http://cgi.resourceindex.com/Programs_and_Scripts/Perl/Tests_and_Quizes/)
  - **Curriculum Based Telecomputing:** <http://ccwf.cc.utexas.edu/~jbharris/Virtual-Architecture/>
  - **Educational Resources** by Dr. Alice Christie from Arizona State University: <http://www.west.asu.edu/achristie/edresources.html>
  - **Foreign Language Software for Macintosh:** <http://users.netmatters.co.uk/dandaforbes/index.html>
  - **Forms** - without CGI!: <http://www.freedback.com/>
  - **Integrated Technology Projects:** <http://209.134.92.4/projects>
  - **Internet Information** - Kathy Schrock's Guide for Educators: <http://school.discovery.com/schrockguide/yp/iypabout.html>
  - **Internet in your Classroom:** <http://www.kidlink.org/english/general/learning.html>
  - **Internet Options in the Classroom:** <http://members.aol.com/maestro12/web/class.html>
  - **iTools for Education** from Apple: <http://www.apple.com/education/itools/>
  - **Language Professional's Guide to the World Wide Web:** <http://agoralang.com/calico/webarticle.html>
  - **Macintosh Operating Systems:** <http://macos.about.com>
  - **Macintosh Troubleshooting Manual:** <http://www.memphis-schools.k12.tn.us/admin/tlapages/manual.htm>
  - **MediaBuilder** - Multimedia Database: <http://www.mediabuilder.com/softwaremediadb.html>
  - **Pacific Bell Knowledge Network Explorer:** <http://www.kn.pacbell.com/>
  - **PHP** (Hypertext Preprocessor) Resource Index: [http://php.resourceindex.com/Complete\\_Scripts/Education/](http://php.resourceindex.com/Complete_Scripts/Education/)
  - **Share Your Lesson Plans:** <http://pics.tech4learning.com/pics/Lessons/submit.html>
  - **Teach Online** - the Internet for Language Teachers: <http://eleaston.com/tol.html>
  - **Teacher Links** from an elementary school in Arizona: [http://www.dvusd.k12.az.us/esperanza/teacher\\_links.html](http://www.dvusd.k12.az.us/esperanza/teacher_links.html)
  - **Teacher Resources** from San Diego County Office of Education: <http://www.sdcoe.k12.ca.us/resources/educ2.html>
  - **Teachers' Aides:** <http://www.furman.edu/~pecoy/mf1195/aides.html>
  - **Teaching Methods:** <http://eleaston.com/methods123.html>
  - **Teaching with Internet:** <http://www.fcps.k12.va.us/DIS/OHSICS/forlang/resource/internet.htm>
  - **Teaching with the Web:** <http://polyglot.lss.wisc.edu/lss/lang/teach.html>
  - **Technology Tips for Teachers** - an instructional technology specialist from central Kansas offers a broad spectrum of help: <http://www.essdack.org/tips/index.html>.
  - **Tools** to make your classroom an Active Learning Environment: <http://www.tech4learning.com/>
  - **Using Technology in the Language Classroom:** [http://www.frognet.net/~slaters/tek\\_index.shtml](http://www.frognet.net/~slaters/tek_index.shtml)
  - **Web Teacher:** <http://www.webteacher.org/macnet/menu.html>
  - **Yahooligans Teachers' Guide for Integrating the Internet:** <http://www.yahooligans.com/tg/>

- **Creating interactive games, puzzles and evaluations**

- **Create Your Own Quizzes and Exercises:** <http://eleaston.com/quizzes.html#CreateQuizzes>
- **Flashcards and Game boards:** <http://www.educationalpress.org/educationalpress/Index.asp>
- **Game-o-Matic:** <http://clear.msu.edu/dennie/matic/>
- **Hot Potatoes:** <http://web.uvic.ca/hrd/halfbaked/>
  - This site allows you to create multiple choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill exercises for the internet.
- **Interactive Exercise Makers:** <http://lang.swarthmore.edu/makers/>
  - Swarthmore gives you a choice of 9 different types of exercises to create.
- **Interactive Web-based Activities for Foreign Languages:** <http://www.furman.edu/~pecoy/lessons.htm>
- **Online Tests - create your own :** <http://12teach.com/tour.asp>
- **PuzzleMaker:** <http://www.esc20.net/etprojects/templates/TeacherLessonTemplate.html>
- **Quia - one of our favorites:** <http://www.quia.com>
- **Worksheet Generator:** <http://www.mtech.on.ca/windex.html>

### Graphic Organizers

- **Graphic Organizer Index:** <http://www.graphic.org/goindex.html>
- **Graphic Organizers from S.C.O.R.E. :** <http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm>
- **Kentucky Department of Education presents:** <http://www.kde.state.ky.us/oapd/curric/Publications/Transformations/grahicorgan.html>
- **San Diego County Office of Education presents:** <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

### Searching the Web

- **Foreign Language Search Engines:** <http://www.furman.edu/~pecoy/mfl195/searchen.htm>
- **Google - in Spanish:** <http://www.google.com/intl/es/>
- **Search Strategies:** <http://nuevaschool.org/~debbie/library/research/adviceengine.html>
- **Tutorial:** <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html> Many basics of effective searching are covered in this comprehensive tutorial from the University of California at Berkeley

### ListServes

- **FLTeach :** <http://www.cortland.edu/flteach/flteach.html>
- **Kidlink's Kidforum Mailing Lists:** <http://www.kidlink.org/KIDFORUM/>
- **Nandu - especially for elementary World Language teachers:** <http://www.educ.iastate.edu/nnell/jtechnol.htm>
- **Only have e-mail? Try these lists:** <http://www.educ.iastate.edu/nnell/jtechnol.htm>
- **TPR e-group:** <http://groups.yahoo.com/group/moretrps>

## LANGUAGE RESOURCES

- **General**

- **Accents:** <http://ml.hss.cmu.edu/llrc/links/keyboardhelp.html>
- **Agora Language Marketplace:** <http://agoralang.com/index.html>
- **Bookmarks for World Language Teachers:** <http://www.bergen.org/wli/toolbox/selected.html>
  - Bergen Tech has compiled this useful list of resources.
- **Case for Foreign Languages** - the Glastonbury, CT program: <http://www.educ.iastate.edu/nnell/glastonb.htm>
- **Communicative Activities for the Foreign Language Classroom:** <http://www.staff.uiuc.edu/~ludwig1/activities.html>
- **Country Information** from the UN: [http://www.un.org/Pubs/CyberSchoolBus/infonation/e\\_i\\_map.htm](http://www.un.org/Pubs/CyberSchoolBus/infonation/e_i_map.htm)
- **CyberGuides** from S.C.O.R.E. : <http://www.sdcoe.k12.ca.us/score/cyberguide.html>
- **Early Language Learning: Nanduti:** <http://www.cal.org/earlylang/>
- **Educational Resources** On-line: <http://www.academicinfo.net/lang.html>
- **ERIC:** K-12 Foreign Language Resources: <http://www.accesseric.org/resources/ericreview/vol6no1/splash.html>
- **European Festivals and Traditions:** <http://festivals.projects.eun.org>
  - Schools in Europe have sent contributions to this site.
- **Famous Bilinguals and Multilinguals:** <http://www.pitt.edu/~dpbrowne/bilingual/>
- **FDU's** Global Teaching and Learning Site: <http://globalteachinglearning.com/>
- **Finger Puppets:** <http://www.lucuma.com/asp/puppets.asp>
- **Foreign Language Links and Resources:** <http://www.gwatfl.org/links.htm>
- **Foreign Language Resources:** <http://www.mcrel.org/resources/links/foreign.asp>
- **Foreign Language Resources** from Fairfax County: <http://www.fcps.k12.va.us/DIS/OHSICS/forlang/>
- **Foreign Language Tech Strategies** - Janice Paulsen's wonderful resource  
<http://www.richmond.edu/~jpaulsen/FLtech/FLtechseminar3.html>
- **Games and Activities for Teaching Foreign Languages to Young Children:** <http://www.cal.org/ericcll/minibibs/Gams4FLs.htm>
- **Internet Activities for Foreign Language Classes:** <http://members.aol.com/maestro12/web/wadir.html>
- **Internet Activities You Can Use:** <http://www.geocities.com/Paris/LeftBank/9806/interact.html>
- **K - 12 Foreign Language Education Resources:** <http://www.accesseric.org/resources/ericreview/vol6no1/index.html>
- **Key Pals:** <http://eleaston.com/keypal.html>
- **Language Learning Based on Learning Styles:**  
<http://www.sil.org/lingualinks/languagelearning/WaysToApproachLanguageLearning/FourApproachesToLanguageLearn.htm>
- **Language Learning Resources:** [http://members.aol.com/jporvin/cs\\_span.htm](http://members.aol.com/jporvin/cs_span.htm)
- **Languages Online:** <http://eleaston.com/languages.html>
- **Language Trade:** <http://www.LanguageTrade.com/about.asp>
  - This site will match you up with a native speaker in the target language.
- **Links for World Language Teachers** from Michigan State University: <http://www.msu.edu/~sandinkr/teachers.htm>
- **Money:** Images of money from all over the world: <http://www.banknotes.com/images.htm>
- **Multi-Language Resources:** <http://iall.net/linklist.html>
- **Multilingual Songbook:** <http://www.laukart.de/multisite/songbook/songbook1.html>
- **Museumlinks** Museum of Museums: <http://www.museumlink.com/virtual.htm>

- **National Foreign Language Week:** <http://citywww.lacc.cc.ca.us/activities/honor/amg/nflw.htm>
  - **NNELL** - National Network for Early Language Learning - web sites: <http://www.educ.iastate.edu/nnell/relwww.htm>
  - **Paper Dolls** - great for teaching younger students! : <http://members.aol.com/derru/toybox/dolls.htm>
  - **Seventeen Values of Foreign Language Study:** <http://www.adfl.org/adfl/bulletin/v28n1/281044.htm>
  - **Teaching with the Web** - Lauren Rosen's wonderful site: <http://polyglot.lss.wisc.edu/lss/lang/teach.html>
  - **Teacher Resource Center** from World Book: <http://www.worldbook.com/ptrc/html/ft.htm>
  - **Thematic Listing** of Children's Literature in the K-12 Foreign Language Classroom: <http://ihs.ipswich.k12.ma.us/ladd/fr%20kid%20lit%20list.htm>
  - **Translators/Conjugators**
    - **Reference Desk:** <http://www.iTools.com/research-it/>
  - **Using the Internet for Language Teaching and Learning** from the University of Minnesota: <http://LanguageCenter.cla.umn.edu/lc/surfing/InetTandL#ideas>
  - **Web Museum Network:** <http://www.ibiblio.org/wm/>
  - **Web Resources from Washington University at Saint Louis:** <http://artsci.wustl.edu/~langtech/webresources.html>
  - **Web-Based Activities for Foreign Languages:** <http://www.furman.edu/~pecoy/lessons.htm>
  - **WELL:** Web Enhanced Language Learning (including speaking and listening skills): <http://www.well.ac.uk/menu.html>
- **Español**
    - **Actividades para jóvenes hasta 15 años en Kidlink:** <http://www.kidlink.org/spanish/jovenes.html>
    - **Actividades para los niños:** <http://www.pipoclub.com/espanol/juegos/home.htm>
    - **Bilingual Music Program:** <http://www.mmhschool.com/teach/music/sharethemusic/program/bilingual.html>
    - **Canciones en español:** <http://users.erols.com/jbrennan/musica.htm>
    - **Canciones para Niños:** <http://www.thegrid.net/lucerito/lyrics.htm>
    - **Cantos y Juegos:** <http://webdemexico.com.mx/arte/posadas/cantos1.html>
    - **Ciudades Virtuales Latinas:** <http://www.civila.com/civilina.htm>
    - **Cuentos:** <http://personales.mundivia.es/l1era/cuentos/cuentos.htm>
    - **CyberArt:** <http://www.cyberspain.com/colorme/nscape.htm>
    - **CyberGuides:** <http://www.sdcoe.k12.ca.us/score/cybiling.html>
    - **El Día de las Madres:** <http://members.aol.com/classweb/clta99/madre.html>
    - **El Día de Los Muertos**
      - **Forth Worth's Museum of Modern Art:** <http://www.mamfw.org/muertos.htm>
      - **Project:** <http://www.geocities.com/Athens/Academy/6177/muertos.html#TOP>
    - **Electronic Greeting Cards**
      - **Postales from Yahoo:** <http://espanol.greetings.yahoo.com/>
    - **Especialmente Español** - a collection of Spanish links: <http://www.kn.pacbell.com/wired/espanol/>
    - **Festivals throughout the Year:** <http://gosouthamerica.about.com/travel/gosouthamerica/library/weekly/aa011500a.htm>
    - **God's Eye - how to make:** [http://www.makestuff.com/gods\\_eye.html](http://www.makestuff.com/gods_eye.html)
    - **Health Videos in Spanish:** <http://www.nhv.com/Spanish.html>
    - **Hispanic Heritage Month:** <http://teacher.scholastic.com/hispanic/resources.htm>
    - **Kidlink** - en español! : <http://www.kidlink.org/spanish/>

- **Kidscribe** - a bilingual site for kid authors : <http://web2.airmail.net/def/>
- **Kokone** - ya cambiamos! : <http://www.kokone.com.mx/menu.html>
- **Latin American Destinations:** <http://www.geographia.com/indx05.htm>
- **Latino Sites:** [http://www.learn-spanish-language.com/spanish\\_latino.htm](http://www.learn-spanish-language.com/spanish_latino.htm)
- **Lugares en español para niños** : <http://www.ala.org/parentspage/greatsites/arts2.html#g>
- **Macarena:** <http://www.niehs.nih.gov/kidspan/lyrics/macarena.htm>
- **Mexican Candy:** <http://www.dulcesmexicanos.com/>
- **Mexican Culture:** <http://www.folklorico.com/>
- **Mujeres** - Ideas for Women's History Month: <http://www.lasmujeres.com/>
- **Nuevos Mundos** - Resources: <http://www.wiley.com/college/nuevosmundos/#2>
- **Numbers:** <http://www.jvlnet.com/~liliana/tensx.html>
- **Online Spanish Learning Resources:** <http://noborders.net/spanish/learning.html>
- **Paso a Paso** Internet Activities: <http://members.aol.com/maestro12/web/paso.html>
- **PowerPoint Presentations for Spanish Classes:** <http://tpduggan.tripod.com/powerp.html>
- **Quien Soy Yo?** : a PowerPoint project assessed with a rubric:  
<http://www.ga.k12.pa.us/Academics/US/ModLang/Spanish/quien/index.htm>
- **Resources for Spanish Teachers:** [http://www.geocities.com/sra\\_rk/worldlang\\_resources0.htm](http://www.geocities.com/sra_rk/worldlang_resources0.htm)
- **San Valentin:** [http://www.correomagico.com.ar/san\\_valentin.asp](http://www.correomagico.com.ar/san_valentin.asp)
- **Spanish Embassy Educational Resources:** <http://www.spainembedu.org/>
- **Spanish Festivals and Traditions:** <http://festivals.projects.eun.org/Spain/home.htm>
- **Spanish Idioms:** <http://noborders.net/spanish/idioms.html>
- **Spanish Lesson Plans:**
  - <http://www.ecsu.ctstateu.edu/depts/edu/lessons/spanish.html>
- **Spanish Links** from the University of Georgia: <http://www.arches.uga.edu/~herbst/2001.html#The 5>
- **Spanish Movies Database:** <http://lycos.imdb.com/Sections/Languages/Spanish/>
- **Teachers' Guides and Student Activities:** <http://www.sdcoe.k12.ca.us/score/cybilng.html>
- **Teachers' Lounge** - Things You Can Use: [http://www.espanolparati.com/t\\_use.htm](http://www.espanolparati.com/t_use.htm)
- **Technology in the Spanish Classroom:** <http://www.northstar.k12.ak.us/schools/beh/departments/spanish/technology.html>
- **Tengo hambre** - Food Sites: [http://ihs.ipswich.k12.ma.us/ladd/tengo\\_hambre.htm](http://ihs.ipswich.k12.ma.us/ladd/tengo_hambre.htm)
- **Tongue-Twisters:** <http://personal.cfw.com/~cmac/esp/lengua.html>
- **Travel Project** (Example): <http://www.macomb.k12.mi.us/wq/wqtrav.htm>
- **Vocabulary:** The Most Common Spanish Words: <http://members.aol.com/spanishpronto/spanishvocab.html>
- **Web Teacher en Espanol:** <http://www.webteacher.org/Espanol/menu.htm>
- **Who's Got the Molas** - an internet based treasure hunt:  
[http://www.esc20.net/etprojects/formats/treasure\\_hunt/misc99/molath/default.html](http://www.esc20.net/etprojects/formats/treasure_hunt/misc99/molath/default.html)

## Français

- **AATF** - American Association of Teachers of French: <http://aatf.utsa.edu/>
- **ABC Song**: <http://www.momes.net/comptines/comptineseau.html#ABC>
- **Civilisation française**: <http://www.cortland.edu/www/flteach/civ/>
- **Disney** en français: <http://corinne.free.fr/Disney.htm>
- **Electronic Greeting Cards**: <http://www.montbleu.com>
- **Elementary French Exercises**: <http://www.newhorizsoft.com/ELFE.htm>
- **French Movies Database**: <http://lycos.imdb.com/Sections/Languages/French/>
- **Halloween**: <http://www.geocities.com/Paris/LeftBank/3852/gradeninehalloween.html>
- **Jeux divers et variés**: <http://www.momes.net/jeux/isommaire1.html>
- **Jeux olympiques**: [http://trackstar.scrtec.org/main/display.php3?option=text&track\\_id=32540](http://trackstar.scrtec.org/main/display.php3?option=text&track_id=32540)
- **Le Petit Prince**: <http://www.richmond.edu/~jpaulsen/petitprince/petitprince.html>
- **Quartier Français**: <http://www.urich.edu/~jpaulsen/gvfrench.html>
- **Tennessee Bob's Famous French Links**: <http://www.utm.edu/departments/french/french.html>

<http://worldlang.home.att.net/resources.html>

# SAMPLE WORLD LANGUAGE CUMMULATIVE PROJECT

## Expectations Guide for French Scrapbook

Date Assigned: \_\_\_\_\_

Date Due: \_\_\_\_\_

Work Days: \_\_\_\_\_

Project Value: 300 points

Bon jour! As we finish our exploration of the French language and culture, we want time to reflect upon what we have accomplished throughout the course. The final project you create will showcase vividly what you, personally, have learned during this nine-week period, applying the French language and culture in a meaningful way to your life. You will create an album/scrapbook based on the following requirements of each unit. You may choose to do either a paper scrapbook or one done with Power Point. If you choose to do the Power Point scrapbook, you **MUST** have access to Power Point at home. Power Point projects may be sent to (teacher's name) via an Email Attachment at (email address)

**Task:** Create a scrapbook based on the French vocabulary and culture we have studied.

**Requirements:** Your scrapbook must contain the following page(s) from each unit.

**Pages:** Each page must include French plus some type of graphic/art.

### Front Cover

1. "My name is" + your French name (upper third placement)
2. Picture of your choice of something French or from France (center placement)
3. A photo of you.
4. The day of the week and the date of your birth spelled out in French (day, month, numbered day, year) [lower third placement]

### Unit 1 Salutations et courtoisies

1. Greeting in French
2. "I am feeling\_\_\_\_" in French
3. Nice to meet you/pleased to meet you
4. "I speak \_\_\_\_\_" in French

### Unit 5 La géographie

1. Map of France completed and colored as shown on page 27 of the bluebook, labeled as "Ma carte de la France"
2. "Tour de France"--List three cities in France PLUS Paris (total=4) and describe what you would see in each one if you were to take a vacation there.
3. A summary in English of a current event that has happened over the nine week period in any French-speaking country. *You must include a bibliography of your source.*
4. A flag in color of a French-speaking country (not France). All colors are labeled in French.

### Unit 2 Les objets de la salle de classe

1. A list of five school supplies that you normally carry in your backpack/trapper.
2. Your most favorite school supply (listed in French and English) **and** the reason **why** it is your favorite--in English. Example: " \_\_\_\_\_ means \_\_\_\_\_ in English. It is my favorite school supply because I can \_\_\_\_\_ with it and it helps me to \_\_\_\_\_. I normally use it in \_\_\_\_\_ class. "Finally, **add one last sentence that you create concerning your attachment to this school supply.**

### **Unit 3 Les ordres donnés en classe**

1. Your favorite command to follow in French class.

### **Unit 4 Les nombres**

1. "I am \_\_\_\_\_ years old" in French.
2. Your favorite number in French and English and the reason why you like it.
3. The number of people in your immediate family; page is title "Ma famille". Copy this phrase and fill it in: "Il y a \_\_\_\_\_ personnes dans ma famille."
4. Your telephone number in French

### **Unit 16 Les jours et les mois**

1. Your favorite day of the week in French and English and the reason why you like it.
2. Your favorite month in French and English and the reason why you like it.
3. The date in French of your favorite holiday and the reason why you like it.

### **Unit 14 La musique**

1. The French musician who most impressed you and the reason for your choice.
2. Your favorite musical instrument in French and English and the reason why you like it.

### **Unit 10 L'art**

1. Which of the paintings in this unit did you like best? Who painted this masterpiece? In 3-5 sentences, state in your own words what the painting is about and why you like it.

### **Unit 9 La nourriture**

1. Your personal "liste d'achats" for one week. The list must include five vocabulary terms plus a picture for each one.
2. (A) List your favorite meal of the day in French. (B) Explain in English why you prefer this meal. (C) List in French 3 items you would eat or drink at your favorite meal.
3. Describe one of the French specialty food items from the blue book page 58. Explain in English why you would like to taste this food.
4. Keep track for one week what you eat and drink. List one beverage and one food item you have for each day of the week in French (**lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche**)
5. List in French your favorite item for each of the following categories: la viande; le dessert, les légumes; les fruits; la boisson.

### **Proverb of Your Choice**

1. (A) Write a proverb in French and give its English equivalent. (B) Explain its meaning in English; give examples. (C) Provide a graphic that explains the proverb's meaning. You must choose from the following proverbs from the blue book: pages 1, 8, 20, 27, 56, 63, 92, 105.

### **Additional Unit of Your Choice**

1. Choose a unit we did not study (6, 7, 8, 11, 12, 13, 15, 18, 19, 20) and create **3** pages of your own that deal with the vocabulary theme of that unit. I plan to do unit \_\_\_\_\_. Its vocabulary deals with \_\_\_\_\_. My three pages will have different themes: (name themes)

### **Reflection Page**

1. In English, make a "Glows and Grows" chart. Write five "glows"--things that you did well during the entire quarter in class. Then, write five "grows"--things you could have done better during the entire quarter in class.



**Final Page**

1. Write a goodbye expression in French; give its meaning in English. Your final project will be graded on meeting the requirements of each page; accuracy of written expression; effort given during in-class work days; creativity, originality, neatness; organization; overall quality of project.

**Scoring**

Page requirements (35 “pages” x 5 points per page) 175

Accuracy of Written Expression 25, In-class work effort 20, Creativity/Originality 50, Neatness 20, Organization 10

*No projects will be accepted “late” after three days past the original due date.*

**FRENCH SCRAPBOOK PROJECT RUBRIC**

Name \_\_\_\_\_

	<b>Needing Attention</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Score</b>
<b>Accuracy Of Written Expression</b>	Not enough to evaluate or most is incomprehensible.	Somewhat comprehensible, but with substantial interpretation.	Generally comprehensible, but with some interpretation.	Completely comprehensible, Without interpretation; impressive for this level.	
<b>In-class Work Effort</b>	Chose not to work effectively after teacher intervention.	Worked on project but with teacher intervention.	Effectively worked on project without teacher intervention.	Demonstrated exceptional work ethic in preparation of project.	
<b>Creativity and Originality</b>	Does not fulfill the Minimum requirements of the assignment or provide evidence of thoughtful, creative input.	Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful, creative input.	Fulfills the minimum requirements of the assignment and shows evidence of thoughtful, creative input.	Exceeds the minimum requirements of the assignment and provides evidence of thoughtful, creative input.	
<b>Neatness</b>	Not enough to evaluate.	Inconsistent attention given to aesthetic detail and layout.	Consistent attention given to aesthetic detail and layout.	Evident attention given to great aesthetic detail and layout. Impressive for this level.	
<b>Organization</b>	Ineffective, disorganized; lack of serious approach to	An attempt at some Organization was made; Disorganization prominent.	Organized and congruent; easy to follow.	Organized and congruent; easy to follow. Impressive for this level.	

	assignment				
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Sub-total: /20 = \_\_\_\_\_% of 125 points possible \_\_\_\_\_  
 Page Requirements (5 points earned per "page"--35 pages total; 175 points possible) \_\_\_\_\_  
**Total points (out of 300)** \_\_\_\_\_  
**Grading Scale: A 270-300    B 240-269    C 210-239    D 180-300    F 179**

For more samples of world language rubrics, visit: [http://www.tsc.k12.in.us/ci/resource/general/Rubrics\\_TSC.htm](http://www.tsc.k12.in.us/ci/resource/general/Rubrics_TSC.htm)

# Paired Activities Effort Rubric

Nombre: \_\_\_\_\_ (NAME)

	<b>Necesita trabajo (1)</b>	<b>Bien (2)</b>	<b>Excelente (3)</b>		<b>Puntos</b>
<b>Speaking</b>	We did not make an effort to speak in Spanish at all.	We made an effort to speak in Spanish <i>most</i> of the time.	We made an effort to speak in Spanish the entire time.		<b>3</b>
<b>Listening/ Following directions</b>	We did not listen to the teacher and did not follow the directions of the activity.	We listened to the teacher and followed the directions occasionally.	We listened to the teacher and followed the directions of the activity.		<b>3</b>
<b>Class materials</b>	We did not bring our books to class; we did not open our books to the activity.	We brought our books to class and looked at the activity.	We brought our books to class and participated to the best of our ability in the activity.		<b>3</b>
<b>Reading and Writing</b>	We did not read the activity; we did not write down the answers to the exercise.	We quickly read the exercise and jotted down a few answers with little effort.	We thoroughly read the exercise and wrote extensive answers.		<b>3</b>
				<b>Grand Total</b>	<b>12</b>
				<b>Grade</b>	<b>A+</b>

# Ensayo de español

Nombre: \_\_\_\_\_ (NAME)

Essay topic:	Mal	Necesita trabajo	Bien	Excelente		Puntos
<b>Neatness</b>	Essay is turned in on notebook paper and is handwritten.	Essay is typed, but does not follow proper format and is messy.	Essay is typed, but does not follow proper format.	Essay is typed, follows proper format, and is neat and clean.	10 points possible	
	0	5	8	10		
<b>Content</b>	Essay does not discuss topic suggested.	Essay includes few details and examples of topic.	Essay includes several examples and details of topic.	Essay includes examples and specific details of topic.	40 points possible	
	0	20	30	40		
<b>Language Use/ Grammar and Punctuation</b>	Many grammar and punctuation errors; heavy reliance on English words and sentence structure. Spanish spelling has many errors. Subject-verb or subject-adjective agreement is non-existent.	Several grammar and punctuation errors; Spanish spelling has several errors; reliance on English words and sentence structure; attempts subject-verb or subject-adjective agreement.	Some grammar and punctuation errors; Spanish spelling has some errors; Spanish sentence structure is used; few errors in subject-verb or subject-adjective agreement.	Few to zero grammar and punctuation errors or subject-verb or subject-adjective agreement errors; Spanish spelling has no errors. Spanish vocabulary and sentence structure has few errors.	30 points possible	
	0	10	20	30		
	Turned in final product only	Turned in minimal rough draft and final product.	Turned in rough draft, final product and completed peer editing exercises in class.	Turned in rough draft, final product, completed peer editing exercises and asked teacher for direction or help.	20 points possible	
	0	10	15	20		
				Puntos en total	0	
				Nota	McCutcherson High School	

June 2003

Cindy Aubuchon