

**Missoula Area Curriculum Consortium
Middle School World Language Curriculum Document
December, 2010**

World Language Curriculum Philosophy

The World Language Curriculum seeks to provide students the opportunity to hear, speak, read and write either a world language. Through a variety of resources and teaching approaches, in a series of sequenced modern language courses, students are exposed to the geography, history, customs, music and literature from countries of the target languages. Studying world languages increases one's ability to understand one's own language and culture, and to recognize the value of our language communities.

Content Standards, based on the Montana Standards for World Language indicate what all students should know, understand, and be able to do in a specific content area. Benchmarks define our expectations for students' knowledge, skills, and abilities along a continuum in each content area. These areas include, but are not limited to, the following:

- Communication
- Cultures
- Connections
- Comparisons
- Communities.
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Students are encouraged to seek opportunities to visit countries where the target languages are spoken.

World Languages
Middle School Half-Year Course
To be completed September, 2009

Middle School/Junior High Level One

Level One introduces students to the elementary aspects of listening, speaking, reading and writing in the target language. Emphasis is on listening comprehension and oral conversation, vocabulary building, reading, writing about basic topics, and culture. Because individual students learn differently, a variety of approaches are implemented. Student progress is measured by formal and informal assessment tools, some oral, some written.

Communication

World Languages Content Standard 1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can make introductions, presenting myself, family members and friends
- b) I can participate in brief conversations related to needs, interests, likes, dislikes and feelings
- c) I can answer simple questions needed to obtain information on everyday topics

World Languages Content Standard 2: Students understand and interpret spoken and/or written language on a variety of topics.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can identify people and objects using oral, visual, and contextual cues
- b) I can read short excerpts and watch short media excerpts to identify main points, characters, and actions
- c) I can follow short, simple, written or oral directions

World Languages Content Standard 3: Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can extend an invitation, providing the basic details
- b) I can write a simple form of communication

Culture

World Languages Content Standard 4: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can identify countries that speak the target language
- b) I can recognize cognates and related words

- c) I can identify differences and similarities in our cultures
- d) I can recognize formal and informal use of language

Connections

World Languages Content Standard 5: Students reinforce and increase his/her knowledge of other disciplines through world languages.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can recognize the influence the target culture has on the world
- b) I can identify some influential people and ideas from the target
- c) I can use my understanding of the target culture to help me appreciate learning about American Indian cultures

World Languages Content Standard 6: Students acquire information and perspectives through authentic materials in world languages and within cultures.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can use media and resources to further research many of the topics listed under Standard 5
- b) I can peruse authentic materials to gather information
- c) I can interact with native speakers to gain information and new perspectives
- d) I can make use of available resources about American Indian.

Comparisons

World Languages Content Standard 7: Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can identify differences and similarities in sound patterns
- b) I can identify trouble areas in the target language for me as a learner
- c) I can recognize simple examples of differences in sentence structure
- d) I can recognize the function of idioms
- e) I can distinguish among questions, statements and exclamations.

World Languages Content Standard 8: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can recognize similarities and differences among cultures
- b) I can understand and appreciate differences among cultures.

World Languages Content Standard 9: Students apply language skills and cultural knowledge in daily life.

After one semester of the target language, the student will be able to answer the following affirmatively:

- a) I can, as opportunities arise, practice my language skills outside the classroom with friends, family members and exchange students
- b) I can research and seek out contact with native speakers.

Level 1 World Language Assessment Alternatives

In order to determine if students meet the set objectives of competency at each level of language learning, they are assessed throughout the year in four main areas:

- Listening comprehension
- Speaking
- Reading
- Writing

Assessment tools include a variety of evaluation techniques and increase in complexity as the students progress to higher levels of language proficiency. The following is a suggested list of typical classroom assessments for Level One students:

- a) Standardized tests that accompany the adopted textbook materials
- b) Teacher-generated tests and quizzes
- c) Oral/listening proficiency test sections
- d) Role play situations
- e) Partner activities
- f) Retelling a TPRS story using student-made visuals
- g) Media research projects
- h) Interviews about simple everyday topics
- i) Rubrics related to various projects
- j) Self-assessment allowing students to reflect on and evaluate their own work and progress being made in the language, as based on the ACTFL Proficiency Standards
- k) Peer evaluation, as directed by teacher criteria.

High School Level Two (Grade 10)

Level Two students review, reinforce, and progress in listening, speaking, reading and writing skills learned in the first year of the target language. Greater emphasis is placed on practical conversation, reading and writing. Formal and informal assessment tools, both oral and written, measure student progress.

Communication

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

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can communicate about a number of topics
- b) I can exchange information by asking and answering
- c) I can express likes and dislikes
- d) I can engage in conversation, combining a number of simple sentences and using various types of sentence structure
- e) I can use the language in everyday “survival”
- f) I can use descriptive words in my spoken language.

World Languages Content Standard 2: Students understand and interpret spoken and/or written language on a variety of topics.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can demonstrate understanding of some oral and written sentences, using the appropriate tense
- b) I can pick out main characters and words in oral and written works about familiar topics.
- c) I can understand and follow simple oral and written directions and requests, responding appropriately
- d) I can understand increasingly complex oral/written questions related to familiar topics
- e) I can translate some written excerpts into English, identifying key items
- f) I can read or listen to a short story (in the target language) and can retell it in my own words
- g) I can read or listen to a short story and then illustrate the story simply with pictures I draw.

World Languages Content Standard 3: Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can give oral and written presentations about people, places and events
- b) I can work with a partner or in groups to present/discuss thematic topics in the target language and/or to carry out given activities
- c) I can give and respond to commands
- d) I can research a topic, using authentic materials, and then relate this to other students.

Culture

World Languages Content Standard 4: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can recognize and use cultural practices and expressions in daily activities
- b) I can identify patterns of behavior unique to the culture of the target language
- c) I can identify some important people of the target country, demonstrating my knowledge of current events
- d) I can identify some stereotypes of the target culture, understanding that these are not indicative of their society.

Connections

World Languages Content Standard 5: Students reinforce and increase his/her knowledge of other disciplines through world languages.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can recognize and model correct cultural practices and expressions
- b) I can participate in community traditional activities and events of the target culture
- c) I can identify major geographical regions and cities of in which the target language is spoken
- d) I can transfer information acquired in class to other disciplines.

World Languages Content Standard 6: Students acquire information and perspectives through authentic materials in world languages and within cultures.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can analyze and apply basic information from sources intended for native speakers of the language
- b) I can recognize some words, phrases and idioms that don't translate well between the languages and know some common expressions I should avoid
- c) I can study various customs and holidays and compare them to my own.

Comparisons

World Languages Content Standard 7: Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can identify some similarities and differences between sentence structures in English and the target language
- b) I can identify trouble areas in the target language for me as a learner
- c) I can describe my personal daily activities
- d) I can recognize the changing nature of languages.

World Languages Content Standard 8: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can identify areas of America that contain large populations of speakers of the target language
- b) I can compare aspects of the target culture with those of the native American culture.

Communities

World Languages Content Standard 9: Students apply language skills and cultural knowledge in daily life.

After two years of the target language, the student will be able to answer the following affirmatively:

- a) I can carry on short conversations
- b) I can establish contact with native speakers
- c) I can locate resources in my community to learn about the target culture
- d) I can interact with members of my community who speak the target language.

Level Two Assessment Alternatives

In order to determine if students meet the set objectives of competency at each level of language learning, they are tested in four main areas:

- Listening comprehension
- Speaking
- Reading
- Writing.

Assessment tools include a variety of evaluation instruments and increase in complexity as students progress to higher levels. The following is a suggested list of typical classroom assessments for Level Two students.

- a) Tests that accompany the adopted textbook materials
- b) Teacher-generated tests and quizzes
- c) Oral/Listening proficiency test sections
- d) Role play and partner activities
- e) Rubrics related to various projects game, writing a sports cheer (in the target language)
- f) Retelling a TPRS story using student-created visuals
- g) Internet research projects
- h) Self-assessment, where students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student
- i) National tests given in the target language.

High School Level Three (Grade 11)

Level Three students continue building the skills acquired in their first two years of language study. Further emphasis is placed on reading, writing, speaking and listening skills.

Communication

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

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can interact orally with others, using original thoughts and a more complex sentence structure
- b) I can ask and answer more complicated open-ended questions on a variety of topics
- c) I can demonstrate effective survival skills in the language
- d) I can express preferences, emotions and opinions
- e) I can role play given everyday situations.

World Languages Content Standard 2: Students understand and interpret spoken and/or written language on a variety of topics.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can listen to conversations on a variety of topics, picking out main points and answering questions
- b) I can read and interpret authentic materials
- c) I can understand and follow directions
- d) I can summarize texts in the target language
- e) I can use a variety of strategies to achieve comprehension, including dictionaries and contextual clues.

World Languages Content Standard 3: Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can prepare and present a short spontaneous speech on everyday topics
- b) I can present a demonstration
- c) I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference
- d) I can communicate about experiences or events
- e) I can skim authentic texts, find important information and convey that information.

Culture

World Languages Content Standard 4: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can identify and describe some significant cultural contributions of the target language culture
- b) I can investigate and apply information and perspectives of the target culture, incorporating authentic materials
- c) I can role play cultural practices that are similar or different in America and the target country
- d) I can contribute to my classroom by finding and sharing useful resources
- e) I can search out and report on products (from the target countries) available for purchase in my city
- f) I can participate in activities and celebrations that are available in my city.

Connections

World Languages Content Standard 5: Students reinforce and increase his/her knowledge of other disciplines through world languages.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can search for newspaper and magazine articles on the target culture
- b) I can recognize similarities and differences between the target language and my own
- c) I can compare aspects of the target culture to those of to those of my country
- d) I can apply my knowledge of American history, as it pertains to both cultures
- e) I can recognize some influential people and ideas from the target culture.

World Languages Content Standard 6: Students acquire information and perspectives through authentic materials in world languages and within cultures.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can analyze and apply information from sources intended for native speakers
- b) I can use media to understand perspectives of world cultures
- c) I can understand basic articles and reports that suggest specific attitudes and points of view
- d) I can prepare and present a report in the target language.

Comparisons

World Languages Content Standard 7: Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can, through my study of the target language, understand my own language better
- b) I can apply and contrast sound pattern differences/similarities of English and the target language
- c) I can identify compare and contrast idiomatic expressions in both languages
- d) I can identify many words adopted into English, as well as English words used by native speakers.

World Languages Content Standard 8: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can recognize cultural similarities and differences among the target language countries themselves
- b) I can recognize some words that don't translate well between the languages, because of cultural differences
- c) I can discuss the stereotypes of people from the two cultures
- d) I can gain cultural understanding about American Indians.

Communities

World Languages Content Standard 9: Students apply language skills and cultural knowledge in daily life.

After three years of the target language, the student will be able to answer the following affirmatively:

- a) I can carry on basic conversations with speakers of the target language and share my own culture with them
- b) I can identify occupations within my community and beyond that require proficiency in the target language.

Level 3 World Language Assessment Alternatives

In order to determine if students meet the set objectives of competency at each level of language learning, they are assessed in four main areas:

- Listening comprehension
- Speaking
- Reading
- Writing.

Assessment tools include a variety of evaluation instruments and increase in complexity as students progress to higher levels. The following is a suggested list of typical classroom assessments for Level Three students.

- a) Standardized tests that accompany the adopted textbook materials
- b) Teacher-generated tests and quizzes
- c) Oral/Listening proficiency test sections and activities
- d) Role play and partner activities
- e) Directed writing assessments
- f) Specific reading comprehension assessments
- g) Rubrics related to various projects e.g. writing, filming and presenting a advertisement, creating and presenting short skits based on legends (from the target culture)
- h) Retelling a TPRS story using student-made visuals
- i) Internet research projects
- j) Self-assessment allowing students to reflect on and evaluate their own work and progress made in the language, using the ACTFL language proficiency guides
- k) National language test available in the target language.

High School Level Four (Grade 12)

Level Four facilitates total immersion in the target language. Students reinforce and build on skills acquired in the previous years of language learning.

Communication

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

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can initiate conversations comprehensible to a native speaker
- b) I can create detailed descriptions and add my opinions
- c) I can spontaneously respond appropriately in given situations
- d) I can give or seek personal opinions
- e) I can communicate original thoughts, using increasingly complex structures.

World Languages Content Standard 2: Students understand and interpret spoken and/or written language on a variety of topics.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can understand more complex language
- b) I can read and discuss literary excerpts
- c) I can use contextual clues to determine oral and written meanings of words and phrases
- d) I can listen to the target language and respond appropriately
- e) I can use authentic materials.

World Languages Content Standard 3: Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can gather and present information about various topics
- b) I can create poems and stories
- c) I can complete authentic forms and documents
- d) I can explain a process
- e) I can read a children's book
- f) I can write a story.

Culture

World Languages Content Standard 4: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can recognize behaviors that reflect the target culture
- b) I can analyze literature
- c) I can demonstrate a knowledge of politics, influential people and events, and the role of the target language-speaking countries in the world community
- d) I can recognize stereotypes associated with the target language culture
- e) I can recognize and discuss aspects of American Indian culture

Connections

World Languages Content Standard 5: Students reinforce and increase his/her knowledge of other disciplines through world languages.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can find authentic language resources to use in my study of other disciplines
- b) I can recognize and apply learning strategies and processes from other disciplines
- c) I can identify important people of the target culture who have influenced other disciplines
- d) I can transfer information gained in my language classes to other school subjects
- e) I can independently acquire and integrate world culture perspectives from authentic sources.

World Languages Content Standard 6: Students acquire information and perspectives through authentic materials in world languages and within cultures.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can investigate and apply information gathered in the target language to gain a better understanding of world cultures
- b) I can, after reading and discussing literary texts, identify the social, political, or historical background of the text
- c) I can research a topic
- d) I can recognize literary styles and how these relate to similar periods of literature in other cultures.

Comparisons

World Languages Content Standard 7: Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can compare and contrast structural patterns in the target language and my own
- b) I can describe how the target language and English are related and how languages influence each other.

World Languages Content Standard 8: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can research and explain similarities and differences between the target language and American cultures
- b) I can research and report on aspects of the target language culture that specifically interest me.

Communities

World Languages Content Standard 9: Students apply language skills and cultural knowledge in daily life.

After four years of the target language, the student will be able to answer the following affirmatively:

- a) I can interact appropriately in the target language
- b) I can converse with native speakers of the target language
- c) I can use technical and community resources to practice and research the target language and culture.

Level 4 Assessment Alternatives

In order to determine if students meet the set objectives of competency at each level of language learning, they are assessed in four main areas:

- Listening comprehension
- Speaking
- Reading
- Writing.

Assessment tools include a variety of evaluation instruments and increase in complexity as student continue to progress in the language. The following is a suggested list of typical classroom assessments for Level Four students:

- a) Teacher-generated test and quizzes
- b) Student demonstrations and presentation
- c) Individual reading and writing assessments
- d) Internet research projects
- e) Role play and partner activities
- f) Rubrics related to various projects
- g) Self-assessment, where students reflect on and evaluate their own work with criteria developed by the teacher and/or student
- h) Peer assessment when students evaluate each other's work with criteria developed by both teacher and students
- i) National language tests available in the target language
- j) Teacher-student-native speaker interviews.