

**ILLINOIS MATHEMATICS AND SCIENCE
ACADEMY**

WORLD LANGUAGES CURRICULUM

INTRODUCTORY LEVEL I

Revised 4/12/05

An Overview of the World Languages Program at The Illinois Mathematics and Science Academy

The World Languages Program at The Illinois Mathematics and Science Academy (IMSA) offers formal learning experiences in five languages: French, German, Japanese, Russian, and Spanish. The scope of study entails courses at the Introductory Level (I and II), Intermediate Level (III), Advanced Level (IV and V), and individual pursuits through Inquiry, and Independent Study. Prior to enrollment at IMSA, many students have already begun formal study of a world language. Before continuing to the next level of study in that language, they must take a proficiency exam to insure proper placement. Depending on the results of the proficiency exam and scheduling parameters, incoming sophomores may enter a course at Level II, III, or IV; or, they may begin a new language at Level I. Each year there are a few students who opt not to enroll in World Languages as sophomores. All students must meet the graduation requirement: successful completion of two years of World Language study, with a minimum completion of a Level II course.

The entire World Languages Team has developed and designed the scope and sequence of World language study at IMSA. There is consistency and coherence in curriculum, instruction, and assessment across all five languages, while still allowing for the inherent uniqueness of each language, and individual differences in teaching styles. In order to understand World Languages learning at IMSA, we recommend observation of or participation in a class. But there are several documents which provide an overview of the IMSA World Languages Program.

The IMSA World Languages Learning Standards consist of several sections: Program Purpose, Team Goals, Unifying Concepts and Processes, Learning Standards and Components. The IMSA World Languages Learning Standards Components are cross-referenced with IMSA's Standards of Significant Learning (SSLs), the Illinois

State Foreign Language Learning Standards and Applications of Learning, and the National Standards in Foreign Language Education. A copy of the Standards of Significant Learning is included in the complete IMSA Learning Standards.

In addition to the aforementioned documents, the World Languages team has produced non-language specific curricula for each of the levels of World Languages study at IMSA. The IMSA World Languages Learning Standards, as well as the Standards of Significant Learning are included as reference tools in the curriculum guides. Each curriculum guide has been developed using the IMSA Integrated Learning System framework.

The Introductory Level I and II guides are divided into the following sections:

- Overview
- Introduction
- Graphics of Curriculum by topic and by components
- Learning Experience Designs
 - Learning Experience Outcomes
 - Component Objectives (aligned with SSLs)
- Learning Experiences
 - Unit Activities
- General Assessment Plan
- Addendum
 - IMSA World Languages Learning Standards
 - Standards of Significant Learning

Finally, within each language, instructors have developed units of study which are aligned with the team-developed curriculum guides. These documents represent most closely the day-to-day teaching and learning in any given course. They also include assessment tasks, and rubrics, where appropriate. (N.B. See the IMSA World Languages website for additional information.)

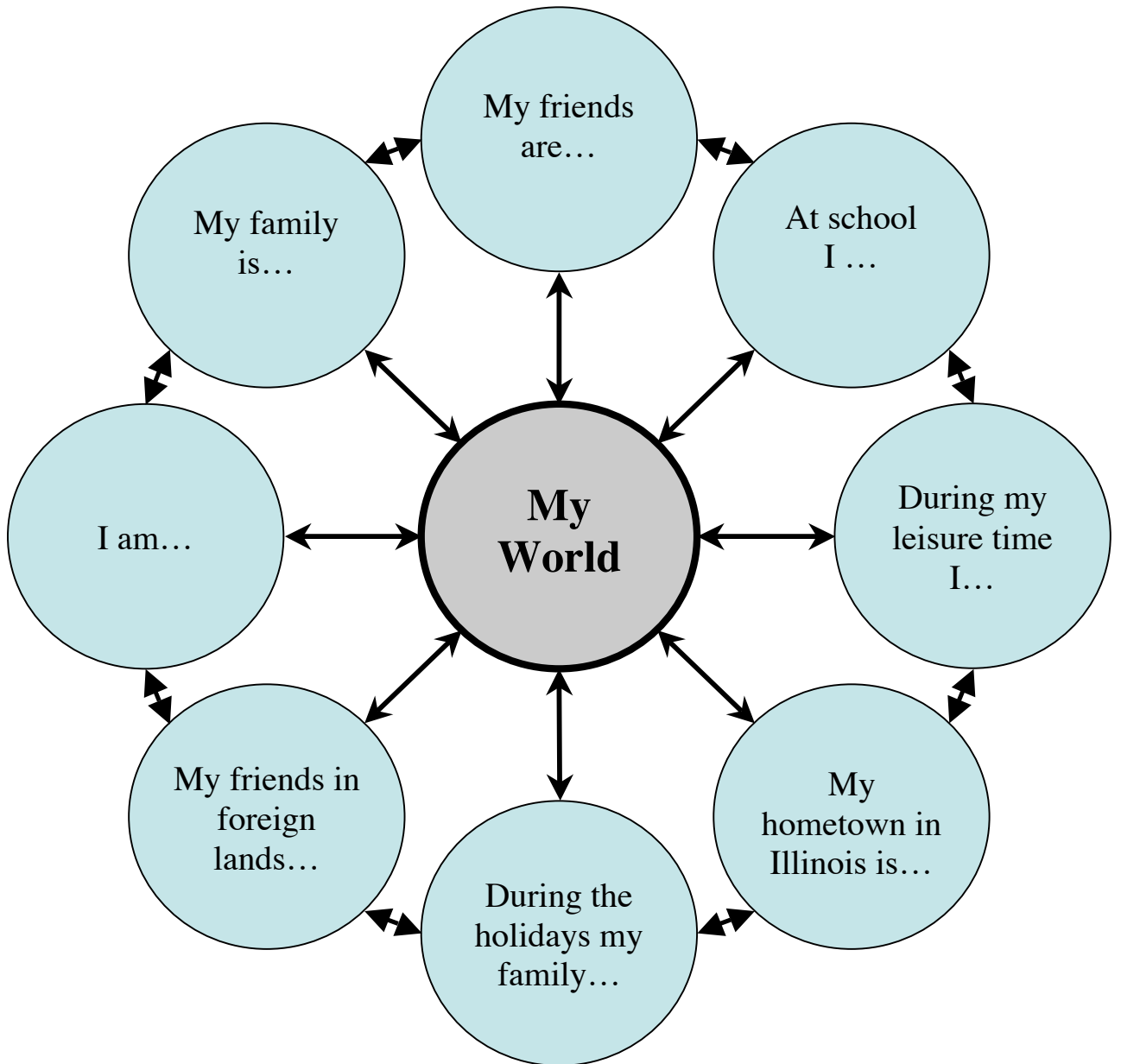
INTRODUCTION

The Introductory Level I and II of the IMSA World Languages curricula are organized around the students' world. It encourages students to communicate on an elementary level on topics that reflect their daily lives. Introductory Level I includes such topics as Me, My friends, My family, My school, My hometown, etc.. The Learning Experiences (LEs) broaden and deepen during the second year. For example, where in Level I students begin to communicate about family, in Level II, they discuss family relationships and youth/teenage issues. In Level I students communicate about their school day, while in Level II they may discuss education and careers. The depth of engagement on a single topic and the sequence of presentation may vary from language to language.

The Program Purpose, Team Goals, Unifying Concepts and Processes are the building blocks upon which the Introductory Level is built. The Component Objectives of the Learning Experience Designs (LEDs) are specifically aligned with the appropriate IMSA Standards of Significant Learning (SSLs). IMSA's World Languages Learning Standards are inherent in the Learning Experience Designs (LEDs) and in the Learning Experiences (LEs) which are articulated in the Introductory Level I and II curriculum. At the end of each topical unit, there is an example of an Assessment Performance Task, which includes articulation of the IMSA WL Learning Standards which are being assessed.

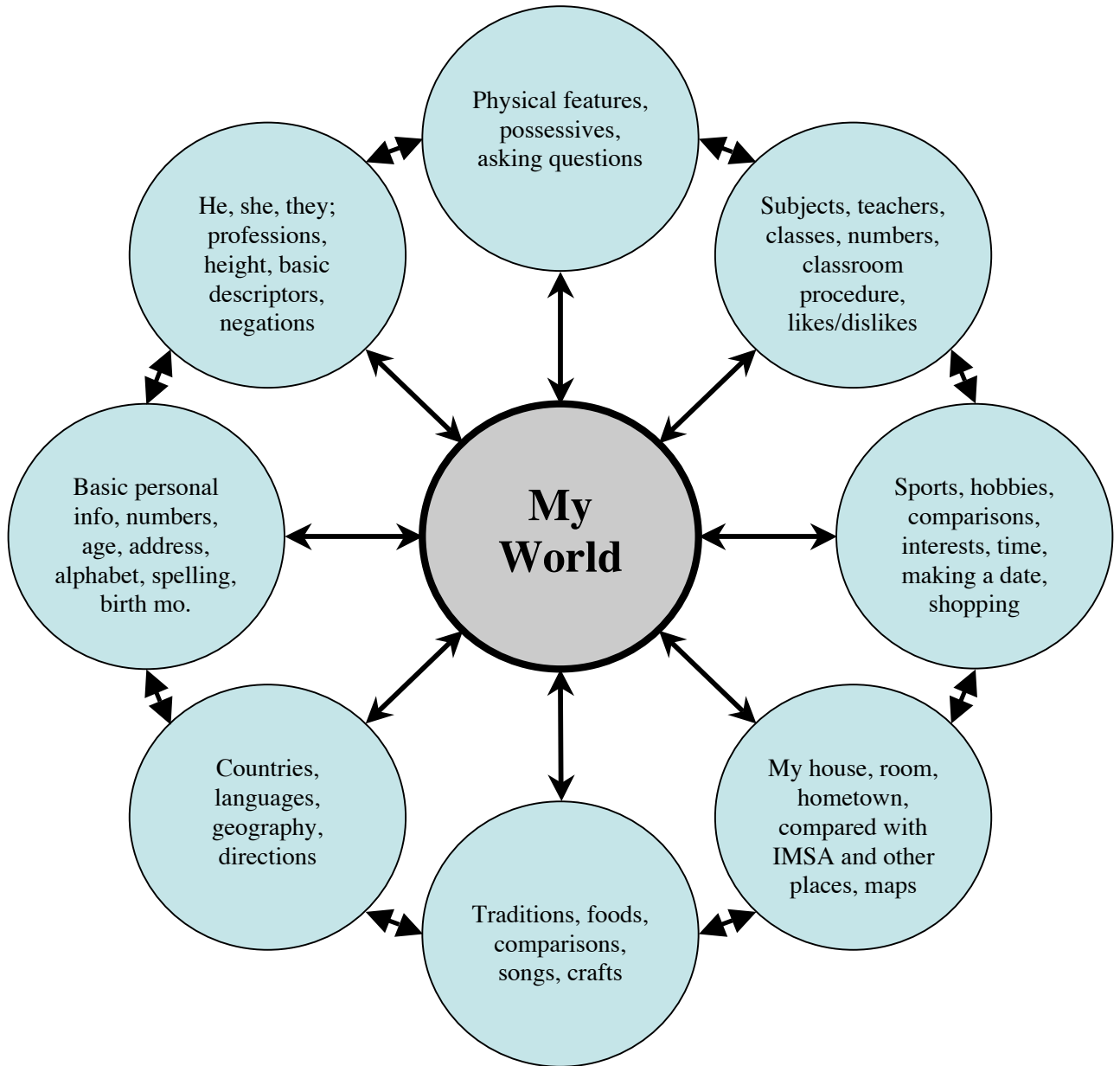
Curriculum Outline Based on Topics

Level I



Learning Experience Components

Level I



Introductory Level I World Languages

Learning Experience Design I - I am

Learning Experience Outcome:

Students will acquire and use oral and written language necessary to communicate basic personal information, such as name, age, address, and phone number.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- greet others in culturally appropriate manner. (SSL: I.A, II.A, V.A, IV.B)
- introduce themselves. (SSL: I.A, II.A, IV.B, V.A)
- use the alphabet orally and in writing to spell their name, address, and related personal information. (SSL: I.A, IV.B)
- count and use numbers to convey personal information to include age, address, and telephone number. (SSL: I.A, II.A, V.A)
- formulate questions corresponding to the information they can provide. (SSL: I.B, IV.B)
- state orally and in writing the month of their birth.
- read and respond in writing to a personal information questionnaire. (SSL: I.A)
- scan and read appropriate authentic material. (SSL: I.C, I.D)
- understand native speakers exchanging information related to the subject matter of this unit. (SSL: I.C, I.D, II.A, III.A, IV.C)
- identify phonetic rules and make generalizations about pronunciation. (SSL: I.A, IV.C, IV.D)

- begin to identify cognates and pronounce the cognates correctly in the target language. (SSL: I.A, II.A, III.B, IV.B, IV.C)

Because students possess unique student-learner characteristics, the component objectives of this LED will be structured in ways which will provide for all learning styles. Students whose learner characteristics are antithetical to the characteristics of successful language learners will be coached in metacognitive strategies which can provide the framework for success in language learning.

Introductory Level I World Languages

Learning Experience I - I am...

Unit Activities:

- Students receive L2 input for greetings and introductions. (Input is provided by modeling and audio-visual sources.)
- Students link L2 vocabulary and structures to similarities in L1 to the extent possible and thereby create a foundation of prior knowledge which can assist the L2 learner. (Phone books or advertisements which incorporate basic personal information are acceptable examples of realia for this type of instructional element.)
- Students engage in partner activities and small group work, which provide the opportunities to practice greetings, introductions, and basic courtesies in the L2. (Expected L2 output should be modeled on L2 input provided.)
- Students receive appropriate input on the utilization of numbers and letters of the alphabet so they will be able to provide output which requires using numbers and spelling. (Flash cards, alphabet songs and other appropriate instructional elements which encourage pair work are utilized.)
- Students receive L2 input on months of the year and how to express the month of their birth. (Input can be provided through visuals, audio-visuals and/or modeling.)
- Students are provided with L2 input on question formulation. Students ask and answer oral and written questions. Pair work and instructional elements such as "Find someone who..." are utilized to practice structures.

Introductory Level I World Languages

Learning Experience Design II - My family is....

Learning Experience Outcome:

Students will build on personal characteristics and data introduced in LED I by recycling the language acquired and extending it to family members. The student is expected to control basic physical and personality descriptions of family members, express basic likes and dislikes, and provide basic information about profession or occupation.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- introduce family members. (SSL: I.A, II.A)
- describe orally and in writing physical and personality attributes of real or imagined family members. (SSL: I.A, I.C)
- speak and write about the occupations and professions of family members. (SSL: I.A, I.C, II.A)
- express orally and in writing the basic likes and dislikes that family members have in such things as foods, sports or hobbies. (SSL: I.A, IV.A)
- formulate questions corresponding to the information they can provide about family members. (SSL: I.A, I.B)
- fill out an informational questionnaire relating to the family. The form would be a document similar to a student emergency information form. (SSL: I.A)
- write diamond poems or engage in similar writing activities about the family. (SSL: I.A, IV.B, IV.D)
- understand native speakers exchanging information related to the subject matter of the unit. (SSL: I.A, II.A, IV.A)

Introductory Level I World Languages

Learning Experience II - My family is...

Unit Activities:

- Students introduce family members by means of L2 input and by building on previously acquired language.
- Students develop a family tree or family photo album utilizing pictures of internationally known people taken from magazines. These student-produced visuals provide the stimuli for oral and written L2 output.
- Students develop an associogram/word cluster for their real family, which acts as a stimulus for further oral and written L2 output. Teachers should be sensitive to single-parent families and family social issues which may impact on some students' comfort in participating in this sort of learning experience.
- Students role play one of the members of a family unit (Class is divided into groups of four or five students wherein each student group represents a family unit.)
- Students are provided with L2 input relating to family through visuals, printed materials or audio visuals. These cultural "artifacts" should be presented in tandem with materials that reflect L1 culture and provide the stimulus for basic cultural comparisons. (Examples of cultural "artifacts" from L1 are magazines or television programs such as "Brady Bunch".)

Introductory Level I World Languages

Learning Experience Design III - My Friends...

Learning Experience Outcome:

Student will acquire and use language necessary to communicate orally and in writing about friends and acquaintances. Students will recycle the language acquired in previous LEDs which is applicable to this LED. Students are expected to describe basic physical and personality characteristics, as well as ask basic questions. The context of this Learning Experience Design will include fictional international friendships.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- ask questions orally and in writing pertaining to basic personal information. (SSL: I.A, I.B, II.A)
- control grammar appropriate to this Learning Experience Design. (SSL: I.A, I.B, I.C, IV.C)
- relate and understand vocabulary pertaining to countries and languages of the world. (SSL: I.A, I.B)
- ask to have things repeated, repeated more slowly, or restated in order to ensure comprehension. (SSL: I.A, I.B)
- scan and read texts of appropriate authentic materials when available or appropriate to the target language. (SSL: I.A, IV.A)
- write descriptions about real and fictional friends from around the world.(SSL: I.A)
- understand native speakers exchanging information related to the subject matter of this unit. (SSL: I.A, II.A, IV.A)
- use numbers in order to express their height and weight using metric measurements. (SSL: I.A, I.C)

Introductory Level I World Languages

Learning Experience III - My friends...

Unit Activities:

- Students provide basic information about friends within the context of this and previous units. A globe or a world map may be utilized.
- Students develop sociograms or similar linguistic mapping devices which serve as a guide in speaking and writing activities. Pictures of people from countries around the world may be utilized as stimuli. Care should be taken to avoid stereotyping.
- Students interview classmates and exchange information about themselves.
- Students write descriptive paragraphs about classmates utilizing the information gathered in the interviews.
- Students write a letter to a fictional "pen pal" in a foreign country. The letter provides personal information and asks questions of the "pen pal" and his/her family.
- Students participate in "learning games" such as "Mystery Guest". Students ask a classmate, who is representing the mystery guest, yes/no questions about the identity of the person until they have determined who the person is.
- Students measure and weigh themselves in the unit of measure used in the target language.
- Students describe the physical and/or personality characteristics of classmates. Photos may be used as stimuli.
- Students view and listen to video clips of native speakers exchanging information about themselves and about their friends.
- Students demonstrate their aural comprehension of native speakers by using the information gathered in a written and/or oral format.

- Students read texts which are descriptive in nature. The texts can be teacher-prepared materials, materials from texts, or authentic materials, if they are available.

Introductory Level I World Languages

Learning Experience Design IV - At school I...

Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about school. Students will be expected to recycle previously acquired language as it is applicable to this LED. Students will be expected to enumerate and describe their classes, courses and teachers. They will be able to express and explain likes and dislikes as they relate to school. Students are expected to gain an understanding of the cultural similarities and differences between American schools and schools in the target culture(s).

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- control grammar appropriate to this Learning Experience Design, to include the grammatical nuances of expressing likes and dislikes. (SSL: I.A, IV.C)
- ask and answer questions orally and in writing pertaining to basic information about school. (SSL: I.A)
- enumerate orally and in writing the courses offered at their school, and provide basic commentary on the classes they are taking. (SSL: I.A)
- control ordinal numbers to ten as appropriate to the target language. (SSL: I.A)
- tell time in the target language, and apply telling time to their personal school schedule. (SSL: I.A, II.A)
- sequence events in appropriate narrative form, by controlling syntactical organizers like "first", then" and "finally. (SSL: IV.B)

- scan and read culturally authentic materials such as student weekly schedules and report cards taken from the target culture(s). (SSL: I.A, IV.A)
- understand cultural differences in the educational system of the target culture(s), and correctly express those cultural differences orally and in writing. These differences might include differences in grading, length of school day or year or requirements for graduation. (SSL: II.A)

Introductory Level I World Languages

Learning Experience IV - At school I...

Unit Activities:

- Students read a target language school schedule and explain it orally and/or in writing.
- Students fill out a class schedule and use it as a guide to explain their daily school routine.
- Students engage in partner activities, working with clocks in order to develop fluency in telling time.
- Students compare their schedules, orally and in writing, to a school schedule typical of the target culture.
- Students compare schedules to find common free time.
- Students generate a list of school activities in which they engage regularly. Working in pairs, the first student explains what s/he does and the partner inquires when s/he does it.
- Students speak and write about IMSA teachers, utilizing photos of the teachers as stimuli.
- Students describe the things they have in their lockers, their bookbags, or on their writing desks.
- Students describe basic differences among different types of rooms in school - classrooms, library, laboratory, cafeteria, etc.
- Students participate in games such as "Show and Tell", which are designed to reinforce vocabulary.
- Students read report cards from the target culture, and comment orally and/or in writing about the student who received the grades.
- Students make a class yearbook by collecting photos and writing captions for the photos. Then they send the yearbook to an imaginary friend with an accompanying letter explaining the content of the book.

- Students make up their ideal school schedule and explain why they feel it is an ideal schedule.
- Students design an ideal classroom and explain its layout to classmates.
- Students write a questionnaire about school/school subjects, and use the information to write a newspaper article with charts and graphs.
- Students keep a journal about a week at school.
- Students fill in empty word bubbles on comic strips which refer to school.

Introductory Level I World Languages

Learning Experience Design V - During my leisure time I...

Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about leisure time activities. Students are expected to recycle and expand upon previously acquired language as it is applicable to this LED. Students will enumerate and describe orally and in writing the things they do during their leisure time. Students will differentiate among seasonal, weekend, and after school activities in their personal experiences, and make comparisons to the target culture.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- ask and answer questions orally and in writing pertaining to basic information about leisure time. (SSL: I.A)
- speak and write about topics such as sports, music, shopping, after school activities, weekend activities, hobbies, seasonal activities, and recreational activities. (SSL: I.A)
- control grammar appropriate to the Learning Experience Design. (SSL: I.A, IV.C)
- relate orally and in writing how often, for what duration of time, and when they engage in leisure activities. (SSL: I.A, II.A)
- scan and read culturally authentic materials, such as travel brochures, TV guides, and advertisements for leisure time activities. (SSL: I.A, IV.A)
- understand cultural differences in leisure time activities between the target culture(s) and their own culture. They will be able to express these differences orally and in writing. (SSL: I.A, I.B, I.D, II.A, IV.A)

Introductory Level I World Languages

Learning Experience V - During my leisure time I...

Unit Activities:

- Students are provided with L2 vocabulary pertaining to leisure time by means of pictures or full motion video. Students utilize these visual stimuli to develop contextualized word clusters and associograms.
- Students are provided with L2 input by means of authentic and/or constructed reading texts. Newspaper ads, travel brochures, TV guides and other types of printed matter with an extensive visual component will provide students with vocabulary in the context of leisure time.
- Students are provided with culturally authentic L2 input by means of video and/or aural sources. The students demonstrate aural comprehension by responding orally or in writing to the aural stimulus.
- Students participate in the cooperative learning activity "Find someone who..." with a focus on leisure time activities.
- Students develop categories for leisure time activities, e.g. seasons or months, indoor/outdoor, team/individual.
- Students develop a questionnaire about the leisure time preferences of their classmates. They will use the information gathered in the questionnaire to develop an oral and/or written summary with graphs or other appropriate visuals.
- Students will engage in partner activities which require them to exchange information. An example activity would be to give each pair of students a page from a TV guide with different missing information. The students would exchange the information they have in order to gather the missing information.
- Students are given a map or floor plan of a place where a leisure time activity might take place. They listen to the a story of what a group of people does at that place, and draw the route the individuals followed while engaged in the activity. The students then retell the story in their own words and/or make up their own version of the story.

- Students develop a travel brochure which extols the leisure time amenities of a particular place.
- Students develop sociograms which focus on leisure time for themselves, a roommate, a friend, or family member(s). The sociograms provide the framework for oral and/or written communication.
- Students create a poster with pictures from magazines or brochures which depicts how they spend their own free time.
- Students, working in small groups, plan a dream vacation or weekend. The vacation could be planned from the perspective of the L2 culture.
- Students, working in small groups, are provided with a situation which necessitates making decisions; e.g., a family of eight on a limited budget must decide which vacation to take based on four ads from which they can choose.

Introductory Level I Foreign Language

Learning Experience Design VI - My home in Illinois is...

Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about the immediate world in which they live. Students will recycle the language acquired in previous LEDs which is applicable to this LED. Students are expected to describe their rooms, their homes, and the communities where they live. They will ask questions appropriate to those topics. The students are also expected to understand the cultural differences in the way the people of the L2 culture(s) live.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- ask and answer questions orally and in writing about where and how they and their families live. (SSL: I.A)
- control the grammar appropriate to this Learning Experience Design. (SSL: I.A, IV.C)
- understand and actively use the vocabulary necessary to communicate about home and community. (SSL: I.A)
- describe, orally and in writing, their room, their homes, and their communities. They will be able to make comparisons between communities in America and in the target culture. Students will be able to explain where things are in their rooms, homes, and communities, and also, if appropriate to the L2, how to get from one place to another in their communities. (SSL: I.A, I.B, I.D, II.A, IV.A)
- scan and read culturally authentic materials, such as city maps, rental notices in the newspaper, or brochures of towns and cities in the target culture. (SSL: I.A, IV.A)
- understand the cultural differences in the way people live in the target culture(s), and express those cultural differences orally and in writing.

These differences might include architectural styles, public transportation, climate, etc. (SSL: I.A, I.B, I.D, II.A, IV.A)

Introductory Level I World Languages

Learning Experience VI - My home in Illinois is...

Unit Activities:

- Students are provided with culturally authentic L2 video and aural materials to assist in developing comprehension skills. These materials will also provide the context for the vocabulary of the unit.
- Students read authentic and constructed texts. Where possible, the text should include visuals to assist in comprehension. Items such as ads for homes, apartment rentals, or furnishings would be appropriate. The reading exercises should be interactive and serve as a stepping stone to writing and speaking.
- Students develop floor plans of their rooms or homes, and use them as a guide to speak, write, and compare. The floor plans might be their actual room or home, or a dream room or house.
- Students engage in partner activities requiring them to compare floor plans of rooms and/or homes, and maps of neighborhoods or towns.
- Students identify and locate orally, or in writing, items in their rooms or in their homes, and what they and their family and friends do in each of the rooms.
- Students match reading texts with visuals of rooms, homes, or towns.
- Students participate in the cooperative learning activity "Find someone who..." with a focus on the home in one instance, and on the hometown in the second instance.
- Students respond to fictitious letters from a "pen pal" in the target culture, telling the "pen pal" about their homes and home towns.
- Students use the internet to ask students in other communities about their home towns. Students then report back to the class orally and/or in writing.

- Students are shown a visual of a door in the target culture. They are asked to speculate about what the rooms behind the door look like and what the family living behind the door might be like.
- Students practice giving direction with a blindfolded partner. The blindfolded student will follow the directions of the unblindfolded student in order to get from one place to another.
- Students listen to directions for moving from point to point in a town and record the information by sketching the route onto a map of the town. In the first instance, the teacher provides the information; in later instances, the students provide the information.
- Students reconstruct a city or town based on information provided by the teacher or another student; e.g., the teacher will say: "In the upper left is a park with a small lake, there is a boat on the lake," etc.
- Students develop an imaginary city to include not only the physical dimensions of the city, but also descriptions of the inhabitants. This activity would include extensive amounts of material recycled from previous units.

Introductory Level I World Languages

Learning Experience Design VII - During the holidays my family...

Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about holidays and associated customs. This LED attempts to draw parallels with American holidays which are similar to holidays celebrated in the target culture(s). Students are expected to explain what they, their friends, and their families do during these holidays. The students will ask appropriate questions about these topics. The students are also expected to understand the cultural significance of the holidays in the target cultures, asking questions and providing information about the holiday traditions of the target culture(s).

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

- recycle, reinforce, and expand the L2 introduced in the first three LED's. (SSL: I.A, IV.C)
- ask questions orally and in writing about how friends and other families celebrate holidays. (SSL: I.A)
- understand and actively use the vocabulary necessary to communicate about holidays which they and others celebrate. (SSL: I.A)
- control the grammar appropriate to this LED. (SSL: I.A, IV.C)
- describe, orally and in writing, the things they, their friends and their families do during the holidays, including the preparations for the holidays, special foods, religious practices, exchange of gifts, and other traditions their families and friends may have. (SSL: I.A)
- scan and read culturally authentic materials which relate to the traditions of the target culture(s), including items such as media ads which relate to the holiday, greeting cards appropriate to the holiday, recipes for holiday specialties, or songs relating to the holiday. (SSL: I.A, IV.A)

- identify and understand the cultural differences in the ways people celebrate holidays in the target culture(s), and discuss those cultural differences orally and in writing. (SSL: I.A, I.B, I.D, II.A, IV.A)

Introductory Level I World Languages

Learning Experience VII - During the holidays my family...

Unit Activities:

- Students view and listen to authentic video materials which depict the target culture celebrating holidays typical of the culture. Students develop word clusters and/or associograms based on the video material viewed. The associograms provide the framework for speaking and writing.
- Students read authentic materials, preferably with an abundance of visuals, which provide students with insights into the target culture's traditions, as well as provide the students with vocabulary in context.
- Students, working with partners, match dates on the calendar with holidays.
- Students develop word clusters and/or associograms with vocabulary in the context of American and target culture holidays. Students use the associograms as a guide when telling or writing about holidays their families celebrate.
- Students write letters to a "pen pal" in the target culture(s), explaining traditions their families celebrate during holidays. They ask questions about holiday traditions in the target culture(s). This letter could also be sent to addresses randomly selected from a telephone book from a city in the target culture.
- Students listen to music and song that are associated with holidays of the target culture(s). Students also sing appropriate songs from the target culture(s).
- Students read recipes and/or directions for making decorations which are associated with holidays in the target culture. After reading several sets of recipes or directions, students select one in order to actually prepare a dish or make something associated with the holiday.
- Students play the game "Find someone who..." in the context of holidays they and their families celebrate.

- Students form concentric circles, with the inner circle taking on the role of the target culture and the outer circle the role of Americans, for the purpose of exchanging information about holidays. Students move on to the next partner and exchange the information they received from the previous partners.
- Students write a questionnaire and circulate the questionnaire among their classmates in order to determine the things they and their families do during the holidays. Using the information gathered in the questionnaire, students summarize in writing what they and their classmates do during the holidays.
- Students invent an IMSA holiday complete with customs, foods, songs, costumes, etc.

IMSA Integrated Learning System

Level I World Languages

Learning Experience Design VIII - "My Friends in Foreign Lands"

Learning Experience Outcome:

The students will acquire language necessary to speak, read, write and comprehend language as it relates to the way people live in the culture(s) of the language the students are studying. In this LED the student will “travel” to the target culture and experience life with a family in a particular city and/or region. The student will go to school, live with a family, shop, play sports and participate in leisure activities appropriate to the target culture. The students are expected to be able to control the oral and written language necessary to travel to the target culture and survive in that culture. They will be able to comprehend spoken and written language in that context. This LED is designed to be a review, recycling and expansion of LED's IV - VI.

Component Objective and Standards of Significant Learning:

- Students will be able to ask and answer questions orally and in writing about how people in other countries live. (SSL: IA)
- Students will be able to understand and actively use the vocabulary necessary to communicate on a survival level with people in the target culture. (SSL: IA, IB, IIA, IIB, IVB, VA, VB)
- Students will be able to scan and read culturally authentic materials which relate to the target culture in the context of this LED. Examples are train or bus schedules, menus, or supermarket ads in newspapers. (SSL; IA, IVA)
- Students will be able to understand how the daily lifestyle of the people living in the L2 culture(s) differs from the daily lifestyle in the students' homeland. (SSL: IB, IIA, IIB, IVA, VA)
- Students will be able to control the grammar appropriate to this LED. (SSL: IA, IVC)

- This LED is to a great extent a review and recombination Learning Experience Design meant to recycle, reinforce and expand the L2 skills introduced in LED's IV - VI. (SSL: IA, IVC)

Introductory Level I World Languages

Learning Experience VIII - My Friends in Foreign Lands...

Unit Activities:

- Students develop word clusters and/or sociograms relating to the physical and cultural geography of countries or regions in the target culture(s).
- Students listen to authentic video and/or aural recordings which focus on the physical and/or cultural geography of the target culture(s). The material could include material such as TV shows, weather and news reports, short travelogues, advertisements, etc..
- Students read authentic reading texts with a strong visual dimension. The materials could include weather reports from the newspaper, best seller lists, movie listings, death notices, bus and train schedules, supermarket ads, etc..
- Students engage in role playing in the target culture(s). Examples of role playing contexts include situations at a restaurant, supermarket, gas station, railroad station, etc..
- Students construct a collage which depicts aspects of the target culture(s). The collage serves as a stimulus for spoken and/or written exercises.
- Students plan a trip to a region in the target culture. Students write an itinerary of the places they visit and the things they do there.

Assessment Plan:

- Situation:** Students will be assessed regularly - on a daily basis as appropriate - on class performance and homework. They will also be assessed on the cumulative progress in language acquisition throughout the unit.
- Methods:** Students will demonstrate progress toward language acquisition by:
- answering discrete item assessment instruments and self-assessing them.
 - responding to language in a way which demonstrates aural comprehension.
 - being evaluated daily by the teacher on the development of oral language skills.
 - submitting writing samples which demonstrate control of the written language expectations of the unit.
 - making a video recording at the end of the unit which demonstrates control of the language expectations of the unit.
- Process:** The assessment process is a two-way street. The teacher provides feedback on student work; and, the student engages in self-assessment. The student follows through on strategies dictated by the teacher's feedback and by the self-assessment.
- Discrete item tests will serve to inform the students whether they have mastered the language information necessary for accurate communication. The emphasis will not be on grades per se, but rather on feedback in areas requiring improvement. Generally, feedback can be provided during class or as comments written on returned assignments. Personal needs beyond the scope of what can realistically be done in class will be addressed during office hours or after class.
- A baseline video assessment will be conducted within the first month of instruction or at the conclusion of the first unit. The primary purpose of the assessment is to preserve a record of the student's oral proficiency at the beginning of L2 acquisition, which can be used as a reference point to assess growth and development at future video assessments.

Learning Standards

World Languages

Available online at:

<http://www2.imsa.edu/learning/standards/wlang.php>